St. Mary's College of Maryland

The Public Honors College

BOARD OF TRUSTEES

ACADEMIC AFFAIRS COMMITTEE

Open Session
October 26, 2018
Blackistone Room, Anne Arundel Hall

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

BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE

OPEN SESSION
REPORT SUMMARY

Date of Meeting: October 26, 2018   **Date of Next Meeting:** February 1, 2019

Committee Chair: Peter Bruns
Committee Members: John Bullock, Susan Dyer, Board Chair Sven Holmes, Glen Ives, President Tuajuanda Jordan, Larry Leak '76, Ann McDaniel
Staff Member: Michael Wick

Dashboard Metrics: N/A

Executive Summary:

Discussion Items
Faculty Senate President will provide a summary of the new and on-going work of the faculty.

The Provost will provide updates on the Core Curriculum Revision, New Program Enrollments, Community Articulation Agreements, Summer Session, and Retention.

Information Items
SMCM Mission Statement for MHEC
Assessment Report AY1718
Minutes form meeting of May 11, 2018

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

Action Item III.A. Endorsement of 2018 Performance Accountability Report
The Performance Accountability Report (PAR) is a report required by the State of Maryland that assesses the College's progress on a variety of goals and objectives.

St. Mary's

COLLEGE *of* MARYLAND

The Public Honors College

BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE
MEETING OF OCTOBER 26, 2018

OPEN SESSION
AGENDA

I.   CALL TO ORDER

II.   DISCUSSION ITEMS

III.   ACTION ITEM

IV.   INFORMATION ITEMS

The Committee expects to close a portion of the meeting.

Academic Affairs Committee - Faculty Senate President Report for the Board of Trustees
St. Mary's College of Maryland
Karen Crawford, Ph.D. Professor of Biology and Faculty Senate President
October 15, 2018

"We must not cease from exploration and the end of all our exploring will be to arrive where we began and to know the place for the first time." T.S. Elliot

I. **New Core Curriculum and Faculty involvement with the Core Design Workgroup (CDW):** This summer and fall has been a busy time for the faculty. There have been multiple opportunities for faculty to weigh in and consult on the progress of the CDW at Faculty Meetings, Town Hall meetings and gatherings/events to discuss participation in new Integrated Inquiries. The Program Chairs have been polled regarding availability of faculty to teach sections of Core 101/102 as we envision how best to implement changes to our core curriculum. The faculty will continue this dialogue with the CDW at our next faculty meeting on October 23rd where we will take an initial vote on the pedagogical value of each of the four main components of the proposal. Based on those votes, the CDW will refine their proposal and bring it to the faculty for a final vote on the entire proposal in November.

II. **Revisiting the size of the Faculty Senate:** In mid-September Rich Platt (Senate Vice President) and I brought a two page proposal to the Senate for their consideration. The goal of this proposal was to begin a dialogue with the Faculty Senate regarding the creation of a leaner and more nimble Senate. In a nutshell, our proposal suggests bundling departments into 7 branches (reminiscent but not identical to our previous Division structure). Each Program Branch would meet at least once a semester in lieu of a department meeting and one representative from each branch would be elected to represent that group at the Faculty Senate. An eighth member, the Faculty Senate President, would be elected from the faculty at large. The Provost and Student Government Association Vice President would continue to serve on the Faculty Senate (ex officio). If realized, this proposal or one like it, would reduce the size of the Faculty Senate from 20+ members to 10, freeing as many as 11 faculty to serve the campus in other capacities or to focus on their departmental service, teaching and research. This document was discussed with what appeared to be strong support from most Senators. The result of that discussion was a *motion* to charge the Academic Planning Committee with the task of examining this proposal in comparison to our peer and peer aspirant institutions, and others, in regard to their Faculty Senate Structures, and from that perspective to return to the Senate with their findings and recommendations by the end of the Fall semester.

III. **Faculty Issues Committee Charges:** On going work from Spring 2018

Discussion: Examining the required number of SMCM credits to receive Latin Honors? **Motion: Charge for APoC (Fall 2018):** To explore the history and rationale behind our current Latin Honors policy, and in consideration of the increasing number of transfer students attending SMCM, if within our purview, recommend modifications to our policy.

Discussion: Faculty workload. **Motion: Charge the FIC (Fall 2018)** to look at the changes in faculty workload created by increasing demands on faculty time. The FIC could then use this information to make recommendations for a response to this increased work load, including increased compensation, the generation of credits towards course releases, and consideration of these additional demands in tenure, promotion, and five-year evaluation considerations. Working with the Provost Office and Program Chairs a Google Doc spreadsheet has been prepared and distributed to

Chairs and through them the faculty to begin this study.

IV. **Departmental Expectations for Service:** Tied to Faculty workload, departments are crafting lists of the many and varied service activities within their programs with the end goal of crafting departmental/program expectations for service commensurate with faculty milestones.

V. **Resolution:** Proposed Resolution from the Faculty Senate for consideration by the Faculty at our first Faculty Meeting September 4, 2018. The resolution passed unanimously!

   Resolution: *We the faculty of St. Mary's College express our sincere appreciation to the Admissions Department team of St. Mary's College of Maryland in recognition of their hard work over the past year to bring in an excellent first year class and transfer cohort. We celebrate their success, support their efforts, and pledge to work with them as we move forward to bring in future classes.*

VI. **Additional By-law revisions:** As time allows, there are several final elements that may need attention within our By-laws, including: **1)** standardizing department/program language; **2)** clarifying evaluation procedures for the Provost; **3)** defining evaluation procedures for Library Faculty; and **4)** clarifying the evaluation procedures for individuals occupying positions across multiple programs.

BOARD OF TRUSTEES
ACADEMIC AFFAIRS

DEAN OF FACULTY REPORT

CORE CURRICULUM REVISION UPDATE

The Board will hear an update from the Co-chairs of the Core Design Workgroup (CDW) so I will not go into great detail in my report. As I reflect on the progress to date, I continue to be optimistic that the College will be able to rollout central elements of the LEAD Curriculum as early as Fall 2019. The CDW has made significant progress in detailing the various curricular elements as well as in building support and enthusiasm across campus.

At this point, the primary roadblock seems to be around resources. The LEAD Curriculum calls for a second first-year seminar, CORE 102, focused on quantitative literacy for all students. With approximately 30 sections needed for CORE 102, in addition to the existing need for 30 sections of CORE 101, faculty are concerned how these courses will be staffed within the College's existing resources. Likewise, faculty are concerned over the complexity of scheduling the *Integrated Inquiry* themes. The primary worry is how the College will schedule these courses to allow for intentional integration among the involved faculty. To alleviate the former, my office is engaged in developing detailed faculty instructional workload models to provide clear answers on how staffing will work and what adjustments, if any, will be required within the existing course offerings. For the latter, the next section addresses the issues of integration and faculty/student collaboration time.

LEAD CLASS MATRIX

The LEAD Curriculum, with its emphasis on integrative, experiential, and applied learning, will place new pressures on the College's class scheduling matrix. Common meeting times for students and faculty as well as more active and applied classroom experiences will have increased importance. To accommodate these demands, an alternative class scheduling matrix, called the LEAD Class Matrix, is under development.

The envisioned LEAD Class Matrix will allow for a common meeting time every day from 11:00AM to 11:50AM. The LEAD Class Matrix will also increase the number of M,W,F patterns, T,R patterns, and M,W patterns to aid with student schedule building.

The suggested LEAD Class Matrix supports the LEAD Curriculum in meaningful ways as outlined below.

CORE 101/102/201

The current convention of scheduling CORE 101 courses at 12:00PM can be accommodated. Since only half as many sections of CORE 101 are needed each semester, CORE 102 could be offered during the same meeting patterns. CORE 201 could also be scheduled in these same meeting times, if so desired.

CORE 103/104

Typically, most of the CORE 103 and CORE 104 sections will be offered by community partners or College staff. Therefore, the 11:00AM to 11:50AM common meeting block could be used to schedule

39   these professional literacy pathway courses. While not mandatory, this "around lunch" meeting pattern
40   might be attractive to working professionals from the community.

41   *Integrated Inquiry*
42   If we assume that students will not register for more than three core courses in any single semester
43   (Inquiry or Core Seminar courses), all Inquiry and Core Seminar sections could be held in the M,W,F
44   10:00AM or 12:00PM; M,W or T,R 9:30AM or 12:00PM slot. With this common scheduling approach,
45   every student and instructor would be available, if desirable, for integrative work just prior or just after
46   the class meeting. This time could be used for group work associated with the Integrated Learning
47   Project. Alternatively, this time could be used by faculty for work on course integration. Of course,
48   either of these options chips away at the common meeting time. However, it is unlikely this extra
49   meeting would be needed every week.

50   *Experiential and Applied Discovery*
51   While many faculty already engage in flipped classroom pedagogy, the mandatory engagement with
52   instruction outside of each class period will likely foster even more *experiential* and *applied* engagement
53   with academic content during the face-to-face class period.

54   **ENROLLMENT IN NEW PROGRAMS**
55   Last year, the Board approved three new academic programs: a) Business Minor, b) Astrophysics Minor,
56   and 3) Women, Gender, and Sexuality Studies (WGSX) Major. In this section, I give a brief update on
57   implementation of and student interest in these programs.

58   The Business Minor is officially implemented, appearing in the 2018-2019 Catalog. As of this writing,
59   eight students have formally declared the minor. If this enrollment continues out four years, the Business
60   Minor would be our 6th largest minor. Of the current declared minors, two students are seniors, one is a
61   junior, three are sophomores, and two are first-year. These students have majors in Economics,
62   Environmental Studies, Psychology, and Public Policy. Of the eight students, five students are female
63   and three are students of color.

64   To date, no students have declared the Astrophysics minor. While large enrollment was never envisioned
65   for this program, its inclusion in our program array is important. The program allows the College to stay
66   in conversations with perspective students who express an interest in astronomy. Without this minor, the
67   College would have no options for such students and would likely fail in attracting those students to
68   enroll.

69   The WGSX Major requires an additional tenure-track position before it can be implemented. The tenure-
70   track line allocation process is currently underway and, as such, the WGSX program has yet to be
71   officially offered. I anticipate a tenure-track search will be authorized for 2019-2020 with the new hire in
72   place for the 2020-2021 academic year. If so, the 2020-2021 academic year will represent the inaugural
73   year of the WGSX program.

74   **COMMUNITY COLLEGE ARTICULATION AGREEMENTS UPDATE**
75   At the August Board Retreat, my office committed to systematically increasing the College's program-to-
76   program articulation agreements with public Maryland community colleges. Department Chairs have
77   been charged with articulating course equivalencies with five community colleges (College of Southern

78 Maryland, Montgomery College, Anne Arundel Community College, Howard Community College, and
79 the Community College of Baltimore County) and with articulating appropriate advising plans to assist
80 community college transfer students with realizing timely graduation.   The five community colleges
81 listed represent the top five feeder community colleges over the last three years. While the deadline for
82 submission of the course equivalencies is not until January, departments are reporting appropriate
83 progress toward completion of the task by the assigned deadline. Once course equivalencies and
84 graduation pathways have been articulated, my office will work with representatives from each
85 community college to execute formal articulation agreements.

86 **SUMMER SESSION UPDATE**
87 In an effort to make summer session enrollment more accessible to all St. Mary's College students,
88 particularly to low-income students and students of color, the College offered its first completely online
89 summer course in Summer 2018 (?). Dr. Bill Roberts enrolled eleven students in an online ANTH 101.
90 Four of the eleven students (36%) were students of color (versus 26% for the College as a whole) and all
91 four students completed the course receiving four credits.

92 Based on this summer's experience, 10 additional faculty members have expressed interest in teaching
93 online summer courses across Art, Computer Science, Economics, History, Mathematics, Political
94 Science, Sociology, and Spanish. We are currently working on identifying the professional development
95 needs of this faculty cohort and hope to have some of these online courses ready for Summer 2019.

96 **RETENTION UPDATE**
97 The first-to-second year retention rate at St. Mary's College fell from 87% in 2016 to 82% in 2017. This
98 represents a roughly 17-student reduction in retention between 2016 and 2017. To understand the issue,
99 the Retention Committee completed a detailed analysis of the 64 students who were not retained from
100 2017 into 2018. For this cohort, the top reasons reported (when given) for not returning to St. Mary's
101 were: 1) academic choice, 2) academic difficulty, and 3) medical leave. Within "academic choice,"
102 students included the lack of their major of interest (frequently Nursing), course scheduling issues, and
103 overall range of course choices. That said, academic records indicate that 41 of the 64 students who were
104 not retained had at least one Beacon alert (early indication of academic trouble) or Mid-term Grade
105 Deficiency. This suggests that academic challenges were a primary factor in the lack of retention but
106 little else could be concluded from the disparate reasons for students not returning in the fall.

107 In addition to analyzing the 64 non-retained students from 2017, the Retention Committee performed a
108 multi-year pathway analysis of several key milestones found nationally to correlate with lower retention.
109 While correlation is certainly not causation, heeding student satisfaction of these milestones holds
110 plausible promise for reversing the retention slide. The milestones studied included things like
111 enrollment in a college-level mathematics in the first year, declaration of a major, registration for 16
112 credits in each of the first two semesters, and so forth. For each milestone, the Committee studied the
113 retention rates for students satisfying the milestone against students not satisfying the milestone. Students
114 were examined across variable demographic categories such as race/ethnicity, Pell eligibility, and first-
115 generation status. Milestones were selected that demonstrated a high level of both impact and
116 opportunity. Impact was defined as the percentage point difference between retention of those students
117 who met the milestone and those who did not. The higher the difference, the more impactful the
118 milestone. Opportunity is defined as the percentage of the study body who failed to satisfy the milestone.

119 For example, for the milestone of "earned 32+ credits in the first year," the impact was 20 percentage
120 points on first-to-second year retention rates (93% for those who met the milestone versus 73% for those
121 who did not). Furthermore, 24% of the students studied failed to meet the milestone (i.e., the
122 opportunity).

123 In the end, the Committee identified five key milestones with high impact and high opportunity across all
124 student demographics and disproportionally so for students of color:

125   1.   Enrolled in college-level mathematics in first year,
126   2.   *Attempted* 16+ credits in first semester,
127   3.   *Attempted* 16+ credits in second semester,
128   4.   *Earned* 32+ credits in first year, and
129   5.   Declared a major by fourth semester.

130 Milestones (2), (3), and (4) clearly point to both student engagement (attempting) and student success
131 (earning). Student engagement can be addressed, at least in part, by academic advisers who encourage
132 students to register for a full course load. Student success, on the other hand, must be addressed by both
133 advisers and instructors. Instructors can intervene for students in their classes and advisers must intervene
134 for students experiencing academic difficulty across multiple courses.

135 The College is developing a new retention initiative centered on engaging instructors and advisers with
136 student performance against the identified milestones.

BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE
MEETING OF OCTOBER 26, 2018

ACTION ITEM III.A.
2018 PERFORMANCE ACCOUNTABILITY REPORT

RECOMMENDATION
The Academic Affairs Committee endorses the Finance, Investment, and Audit Committee's recommendation that the Board of Trustees approve the 2018 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. FY18 Highlights

Significant changes and events occurring at St. Mary's College of Maryland (SMCM) during FY18 included the following.

- Based on enrollment to date, the entering class for Fall 2018 is nearly 15% larger than that of Fall 2016 or Fall 2017, confirming the success of the new leadership in Enrollment Management, improved marketing and enhanced recruiting, which signals a potential stabilization of enrollment that continued to decline over the past two years.
- A new minor was implemented in Applied Mathematics in 2017-18, and new programs were approved in Business (minor), Astrophysics (minor), and Women, Gender, and Sexuality Studies (major) to begin in 2018-19.
- SMCM completed the second year of implementation of the 2016-19 strategic plan, *A Time for Rebirth*.
- SMCM was invited to join the American Talent Initiative, a consortium of colleges which are committed to the collective goal of enrolling 50,000 additional talented, low- and moderate-income students at top colleges and universities by 2025.
- President Tuajuanda Jordan established the First-Generation Student Initiative, a program enabling students who are the first in their families to attend college (like President Jordan) to be part of an on-campus support network including other first-generation students and faculty.
- 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), Top 50 Green Colleges (Princeton Review), Best Colleges for Your Money (Money Magazine), Best Value Colleges (Kiplinger's), Fiske Guide to Colleges, Top Colleges Doing the Most for the American Dream, and Top 25 Hidden Gems for Women in STEM.

B. Analysis of Goals and Objectives

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

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. Relatedly, for the second year in a row, we expect to meet the Strategic Plan target of 100% of graduates completing at least two high-impact practices (research with faculty, first-year seminars, capstone experiences, international experiences, internships, etc.)

Objectives 1.2 and 1.3: SMCM is committed to offering a rigorous curriculum taught by qualified faculty. For four 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 four years. Finally, the undergraduate student-faculty ratio has remained at 10:1 for the past five years, well below (better than) the target of 12:1. 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 15:1. The SMCM student-faculty ratio (along with New College of Florida) is also the lowest among COPLAC institutions, which 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.

Objective 2.1: In FY18, SMCM was able to recruit a first-year class that exceeded the target for the percentage of minority students for the fifth year in a row, and met the target for those receiving Pell grants for the third time in the last five years. Notably, SMCM continues to attract a significant portion of its entering class from first generation college students, with the FY18 class consisting of 25% first generation, well above the target of 20%. High school academic performance of the entering class remains strong, with an increase in GPA projected for FY19. After several years of declining SAT scores among incoming SMCM students, the scoring of the test changed, preventing direct comparisons with previous years; however, SAT scores using the new scoring method are projected to increase for the FY19 entering class. Finally, 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:* While the metric for SAT scores uses the median SAT score, the available benchmark data uses the mean (average). Based on these data, the average SAT

score of SMCM entering students (1169) continues to exceed that of most other Maryland four-year institutions (FY18 average = 1086), and our students rank well against high school seniors both in Maryland (FY18 average = 1060) and nationwide (FY18 average = 1060). *(Source: MHEC 2018 Data Book)*

Objective 2.2:
Four-Year Graduation Rates. Four-year graduation rates for FY18 (Fall 2014 cohort graduating by Summer 2018) increased for all minorities (59%) and Hispanic students (68%). However, overall four-year graduation rates (63%) were once again lower than previous years, as were four-year rates among African American students (46%), first generation students (59%), and Pell recipients (55%). Based upon current projections, overall four-year rates are predicted to recover to FY17 levels (68%) over the next two years (Fall 2015 and Fall 2016 cohorts). While African American four-year rates are projected to recover strongly to exceed targets, rates for Hispanic students, first-generation students, and Pell recipients are projected to remain below targets, in the absence of additional intervention.

Recent analysis (called a *pathway analysis*) of historical student characteristics that predict retention and persistence have revealed several potential avenues for action, particularly among students from underrepresented groups. For example, students who attempt less than 16 credits in their first or second semester (representing timely progress toward the 128 credits required for graduation) are substantially (15-30 percentage points) less likely to graduate in four years, and this effect is amplified for minority students (22-37 percentage points, e.g., 67% vs 31% four-year rate for minority students who do vs do not attempt 16 credits in the second semester). We are in the initial stages of preparing materials to equip faculty advisors and academic support staff with this information so that they can have informed conversations with their students about the importance of registering for (and completing) a full load of 16 credits per semester whenever possible.

The pathway analysis also offers some potential insight into the lower four-year graduation rates reported and projected here. For example, 16% of students in the Fall 2014-2016 cohorts (average actual and projected four-year rate of 64%) attempted fewer than 16 credits in their first semester, compared to 12% of students in Fall 2010-13 cohorts with an average four-year rate of 70%. This tendency toward lower credit enrollment in later cohorts was observed among all examined subgroups where four-year graduation rates have declined and/or are predicted to decline, including minority students, African American students, first-generation students, and Pell recipients. The effect is especially striking for Hispanic students, where the proportion of students failing to attempt 16 credits doubled from 15% among Fall 2010-13 cohorts to 33% among Fall 2015-16 cohorts – and accordingly, the FY19 and FY20 four-year graduation rates are projected to decline markedly for these cohorts. These data underscore the importance and the likely positive impact of our upcoming advising initiative to strongly encourage students to register for 16 credits every semester.

Furthermore, a separate analysis indicated 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. In light of both of these analyses, SMCM is investigating expanding course offerings outside the traditional fall and spring semester schedule

(e.g., expanded summer offerings, a winter term, online course offerings) 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 (FY14), SMCM's overall four-year graduation rate (65% for the 2010 cohort) exceeded those of other public liberal arts colleges (COPLAC schools, average = 39%) and other Maryland public four-year institutions (average = 27%), as well as peer institutions (average = 62%), many of which are private. The average four-year graduation rate at private aspirant institutions was 87% in FY16, representing a benchmark well above our target. Four-year graduation rates for African American students, Hispanic students, and all minority students combined were 14-44 percentage points higher at SMCM than at other COPLAC or Maryland public institutions. Compared to peer institutions, four-year rates for Hispanic students were 11 percentage points higher at SMCM, while four-year rates for all minority student and for African American students lagged behind by 4 and 15 percentage points, respectively, and four-year rates for these groups ranged from 12-36 percentage points lower than at aspirant institutions. These comparisons with peers and aspirants, which are our primary programmatic and curricular competitors, underscore the need for SMCM to direct additional attention and resources toward underrepresented students. *(Source: IPEDS Data Center)*

The pathway analysis referenced above also informs our strategy for improving the four-year graduation rates for students receiving Pell grants. Historical evidence shows that for Pell recipients, those who earn 32 credits in their first year have a four-year graduation rate 41 percentage points higher than those who do not.

Six-Year Graduation Rates. The most recent overall six-year graduation rate (Fall 2012 cohort graduating by Summer 2018) is 80%, a four-year high that meets the target for this critical metric. Notably, six-year graduation rates for Hispanic students (81%), first generation students (85%), and Pell grant recipients (84%) remain strong and well above individual targets. However, the rate for African American students (56%) was once again low this year, below the target and well below the overall six-year rate for all students. Most six-year graduation rates are projected to remain high over the next two cohorts, with the notable exceptions of projected declines among African American students and first-generation students.

SMCM has historically reported strong six-year graduation rates, particularly among many underrepresented student groups, which is a marker of our students' success and ability to persist. However, the financial implications of taking five or six rather than four years to complete the baccalaureate are substantial, and could be especially challenging for underrepresented students, first-generation students, and Pell recipients. As discussed above, recently begun retention initiatives will focus on academic advising and encouraging students to attempt 16 or more credits each semester to stay on track toward four-year graduation.

> *Peer Benchmarks:* The most recent comparison data available (FY16) show that SMCM's overall six-year graduation rate in that year (81%, for the 2010 cohort) far exceeded that of other COPLAC institutions (average = 55%), other Maryland public four-year institutions (average = 47%), and peer institutions (average = 75%). The average reported six-year

graduation rate at private aspirant institutions was 91% in FY16. SMCM's six-year rates for all minority students (68%) and for African American students (56%) were 12-23 percentage points above comparable rates from other COPLAC and Maryland public institutions, but were behind those of peer and aspirant peer institutions by 3-28 percentage points. Notably, the six-year graduation rate for Hispanic students at SMCM (82%) was 16-41 percentage points above that from other COPLAC institutions, Maryland public institutions, and peer institutions, and was only 4 percentage points behind the rate from aspirant peer institutions. Finally, SMCM's six-year graduation rate for Pell recipients in FY16 (69%) was well above that of other COPLAC institutions (average = 49%) and Maryland public institutions (average = 44%), and was close to the average rate at peer institutions (72%). The average six-year graduation rate for Pell recipients at aspirant institutions was 91%, equal to their overall six-year graduation rate. *(Source: IPEDS Data Center)*

Objective 2.3: While the specific target for the first- to second-year retention rate was not met in FY18, the rate has remained high and relatively stable for the past eight years. 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. As discussed above, pathway analysis shows that successful completion of key milestones, like taking 16 credits in the first semester, is correlated with significant improvement in first-to-second year retention. The advising initiative described earlier is anticipated to lead to increased four-year graduation rates but also first-to-second year retention rates for all students, especially for minority students.

Peer Benchmarks: Based on the most recent data available (FY16), SMCM's first-to-second year retention rate (87%) was well above those of other public liberal arts colleges (COPLAC schools, average = 75%) and Maryland public four-year institutions (average = 74%), and also exceeded that of peer institutions (average = 85%), 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. Gender equity was achieved for both faculty and staff in FY18. The targets for diversity of race/ethnicity targets for both faculty and staff were not quite met, but were both increased from FY17 numbers. Notably, in Fall 2017, 43% (6 of 14) of newly hired tenure-track faculty members were members of minority groups, an impressive increase from the three previous years when the percentage ranged from 0-8%. Several strategies continued to be implemented in FY18 to work toward increasing faculty and staff diversity, which is also a prominent aspect of the Strategic Plan. For example, SMCM expanded its external recruitment venues to attract more applications from women and underrepresented professionals; faculty search committees were provided with a variety of materials and strategies regarding recruiting a diverse pool; and the Office of Human Resources streamlined and updated hiring processes and the Affirmative Action Plan.

Objective 2.5: SMCM has met or exceeded the target of an entering class that contains 20%

transfer students for the past five years, 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 (56%, Fall 2015 entering students graduating by Summer 2018) declined this year, falling below the target, but is projected to rebound strongly in FY19 and FY20. The four-year transfer graduation rate (71%, Fall 2014 entering students graduating by Summer 2018) exceeded the target this year, and this rate is also expected to continue climbing over the next two years. We will continue to explore strategies to support transfer students and ensure their timely graduation. For example, all departments are in the process of preparing detailed, major-specific articulation agreements with Maryland two-year institutions, which will facilitate transfer students' timely progress toward the baccalaureate degree.

> *Peer Benchmarks:* The IPEDS database only tracks six-year and eight-year graduation rates for transfer students; therefore, benchmark information for four-year rates is only available from those schools which voluntarily provide data to the Student Achievement Measure (SAM) initiative. Based on the most recent data available from SAM (mixture of 2010 and 2011 cohorts), SMCM's four-year graduation rate for transfer cohorts (67%) was well above those of other Maryland public four-year institutions (average = 55%). 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%. No aspirant institutions and only 2 of 12 peer institutions (both also COPLAC institutions) participate in SAM. *(Source: studentachievementmeasure.org)*

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

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

Objective 3.2: The six-year graduation rate among students receiving need-based aid (Pell grant or Stafford loan) were strong (81%) and above both the target and the overall student population six-year rate. However, the four-year graduation rate (61%) was low, similar to four-year rates among most other Fall 2014 cohort groups as discussed above for Objective 2.2, and are similarly projected to remain low. Given the particularly sensitive financial situation of students receiving need-based aid, this gap warrants increased attention. Similarly, retention to the second year (80%) was below the target and lower than the rate for the overall population, although this rate is projected to rebound over the next two years.

> *Peer Benchmarks:* Similar to findings for graduation rates among Pell recipients, SMCM's six-year graduation rate for students receiving need-based aid in FY16 (72%, most recent comparison data available) was well above that of other COPLAC institutions (52%) and Maryland public institutions (45%), and was nearly equivalent to the rate at peer institutions (73%). The six-year graduation rate for recipients of need-based aid at aspirant

institutions was 91%, equal to their overall six-year graduation rate. *(Source: IPEDS Data Center)*

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

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 exceeded targets for the past three years. While the percentage of students reporting internships declined slightly this year, it remains strong and recent expansion of Career Development Center staff and programming 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 three years.

> *Peer Benchmarks:* Similar, but not identical, benchmarks are available for community service and internships. The most recent available volunteer/community service rates for college students nationwide are from 2015. In that year, the Corporation for National and Community Service reported that the national volunteer rate for college students was 25.7%, and the rate for Maryland college students was 36.4%. The rate for SMCM seniors in 2015 was 62%. Although the methodologies underlying the calculation of volunteer rates likely differ in multiple ways (e.g., all college students versus graduating seniors), this benchmark suggests that SMCM students' volunteer rates are likely to be comparable to peers both nationally and in Maryland. With regard to intersnhips, the National Association of Colleges and Employers (NACE) reported that among over 4,000 sampled graduates of the Class of 2017 from over 350 campuses, 58.6% had participated in an internship. Although this figure is a fair amount higher than the reported percentage of 45% among SMCM graduating seniors in 2017, it is important to note that NACE also reported that students most likely to have an internship most often majored in engineering, finance, marketing, parks and recreation, political science, and public administration. SMCM offers only one of those top six majors. *(Sources: Corporation for National and Community Service, www.nationalservice.gov/vcla; NACE Class of 2017 Student Survey Report)*

C. Response to Commission Assessment

In response to the 2017 Performance Accountability Report, the Commissioners expressed concern about the persistent statewide gaps in college success and completion when comparing African American students with their peers. To better understand the contributing factors and institutional responses to these persistent gaps, the Commission seeks additional insight from institutions tied to these indicators.

In its 2017 Performance Accountability Report, the College reported that its four-year graduation rate for African American students (48.7%) was lower than that of the total student population (67.4%). And similarly, the College also reported that its six-year graduation rate for African American students (55.8%) lagged behind the rate for the total student population (77.8%). The gap in both the four- and six-year graduation rates has widened over time.

Describe the factors the College has identified that affect these trends. What strategies are in place to reverse growing gaps and achieve the College's aggressive benchmarks?

As mentioned as part of the discussion of Objective 2.2 above, an analysis of historical factors contributing to retention and persistence was recently undertaken by the SMCM Retention Committee. The approach was to identify characteristics ("milestones") that, if met, were linked to higher retention and graduation rates over the past several years. These characteristics were also investigated for their potential differential impact on students from underrepresented groups including students of color, first-generation students, and Pell grant recipients.

Several milestones were identified that both strongly impacted student retention and persistence, and also appeared to be actionable in terms of influencing student behavior. For African American students, the three most impactful factors appear to be the following. All numbers are derived from at least 2 years of data.

Milestone/ Characteristic	Percent of AA Students	Four-Year Grad Rate	Six-Year Grad Rate
Earned 32+ credits in first year	41%	68%	63%
Earned <32 credits in first year	59%	34%	52%
Declared a major by the sophomore year	70%	70%	85%
No major declared by sophomore year	30%	42%	56%
Enrolled in STEM Emerging Scholars Program	27%	68%	81%
Not enrolled in STEM Emerging Scholars Program	73%	43%	48%

1. Not surprisingly, earning 32 credits in the first year (timely progress toward a four-year degree) is strongly associated with higher four-year graduation rates, and less strongly with higher six-year graduation rates. A majority of African American students over the past several years have not reached this milestone. We plan to implement advising strategies aimed at encouraging all students, and particularly African American students, to enroll in 32 credits in the first year (16 credits per semester) whenever possible. We will continue to offer academic workshops and additional intrusive advising to provide further support. To this end, we recently

created a new Student Support Specialist position in the Office of Student Support Services to create and coordinate additional academic support programming.

On a positive note, four-year graduation rates are projected to increase for African American students to 57% in FY19 and 56% in FY20, for students in the Fall 2015 and 2016 cohorts respectively, based on current earned credits and progress toward the degree. Both of these rates would surpass our target for African American students, and would narrow the gap relative to the all-student population to within 10 percentage points. Interestingly, there appears to be a concurrent trend for more students in the later cohorts to complete 32 credits in the first year. Among African American students in the Fall 2010-13 cohorts, 62% did not complete 32 credits in the first year. This proportion is slowly declining, with 60% in Fall 2014, 57% in Fall 2015, and 44% in the Fall 2016 cohort failing to complete 32 credits. These historical data provide further support for our intention to focus on advising African American students to attempt and complete a full 16-credit load each semester.

2. Having declared a major by the fourth semester (end of the sophomore year) is associated with a nearly 30% gain in four-year and six-year graduation rates among African American students. Again, this suggests an opportunity for a wide range of advising-based interventions. It is unclear whether undeclared students have not chosen a major because they are indecisive, or are uninformed about their options. Proactively offering extensive and varied information about the different major programs at SMCM could be helpful in encouraging students to explore alternative majors that they may not have previously considered, and may increase persistence by strengthening their commitment to the college and to an academic "home".

3. Among African American students taking gateway science or math courses their first year, those enrolled in an accompanying Emerging Scholars Program (ESP) course have persisted at substantially increased rates. Although enrollment in ESP courses is limited by resources and pedagogy (small class sizes), these data suggest it would be productive to explore ways to expand ESP offerings to additional students if possible.

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	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Est.	2020 Est.
Percent of the graduating class successfully completing a one-on-one learning experience	79%	74%	77%	75%	78%	78%	78%
Percent of all full-time faculty who have terminal degrees	100%	100%	97%	98%	99%	99%	99%
Percent of undergraduate credit hours taught by full-time faculty	87%	88%	89%	91%	89%	89%	89%
Undergraduate student to faculty ratio (IPEDS calculation)	10:1	10:1	10:1	10:1	10:1	10:1	10:01

St. Mary's College of Maryland

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	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Est.	2020 Est.
[1] Median (verbal and mathematics combined) SAT scores of first year entering class	1,190	1,165	1,150	1,130	1,180	1,190	1,190
Average high school GPA	N/A	3.39	3.36	3.34	3.33	3.38	3.40
Percent of entering first year class who are minorities	27%	33%	28%	31%	27%	24%	27%
Percent of entering first year class who originate from outside of Maryland	10%	6%	7%	7%	9%	8%	10%
Percent of entering first year class from first generation households	19%	19%	19%	18%	25%	20%	20%
Percent of entering first year class receiving Pell Grants disbursed during their first semester	23%	18%	21%	19%	20%	19%	20%
Four-year graduation rate for all students	65%	70%	72%	68%	63%	68%	68%
Four-year graduation rate for all minorities	57%	55%	63%	52%	59%	60%	57%
Four-year graduation rate for African-American students	41%	48%	48%	49%	46%	60%	63%
Four-year graduation rate for Hispanic students	68%	75%	67%	52%	68%	55%	47%
Four-year graduation rate for all first generation students	58%	68%	79%	60%	59%	64%	51%
Four-year graduation rate for students with a Pell Grant disbursed during their first semester	56%	66%	76%	57%	55%	67%	58%
Six-year graduation rate for all students	81%	79%	73%	78%	80%	77%	72%
Six-year graduation rate for all minorities	80%	85%	68%	67%	72%	67%	68%
Six-year graduation rate for African-American students	74%	87%	56%	55%	56%	69%	49%
Six-year graduation rate for Hispanic students	79%	86%	82%	81%	81%	68%	76%
Six-year graduation rate for all first generation students	84%	77%	69%	74%	85%	69%	65%
Six-year graduation rate for students with a Pell Grant disbursed during their first semester	78%	65%	69%	68%	84%	70%	67%

St. Mary's College of Maryland

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	90%	86%	86%	87%	87%	85%	86%
Percent minority of all full-time tenured or tenure-track faculty	17%	17%	18%	16%	17%	18%	19%
Percent women of all full-time tenured or tenure-track faculty	49%	47%	47%	46%	51%	51%	51%
Percent minority of all full-time (non-faculty) staff	24%	23%	24%	24%	27%	28%	29%
Percent women of all full-time (non-faculty) staff	56%	57%	54%	55%	52%	52%	52%
Percentage of entering fall class who are transfer students	20%	21%	22%	25%	20%	22%	22%
3-year graduation rate for all transfer students	60%	61%	53%	62%	56%	67%	76%
4-year graduation rate for all transfer students	73%	67%	74%	62%	71%	74%	75%

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	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Est.	2020 Est.
Average percent of first-time full-time degree-seeking student need met by awarding need-based aid	75%	71%	72%	72%	75%	75%	75%
First-to-second year retention rate for students receiving need-based aid in the first semester	91%	86%	86%	84%	80%	84%	86%
Four-year graduation rate for students receiving need-based aid in the first semester	64%	71%	75%	66%	61%	63%	59%
Six-year graduation rate for students receiving need-based aid in the first semester	84%	76%	72%	75%	81%	78%	71%

St. Mary's College of Maryland

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

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

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

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

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

Performance Measures	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Est.	2020 Est.
Percent of graduating seniors who will have performed community service while at SMCM	62%	62%	70%	79%	71%	71%	71%
Percent of graduating seniors who fulfilled a paid or unpaid internship	47%	40%	43%	45%	41%	45%	45%
[2] Employment rate of five-year-out alumni	92%	91%	98%	97%	98%	98%	98%
Percent of alumni pursuing or obtained an advanced degree five years after graduation	44%	48%	63%	60%	64%	64%	64%

NOTES

[1] The SAT changed in 2016. Scores for 2018 Actual and 2019-2020 Estimated are not comparable to previous years.

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

MHEC Statement of Mission and Goals, 2018
SMCM Mission Statement for MHEC

Mission Statement

Founded on the site of Maryland's first capital, the College stands as a living legacy to the ideals of freedom and inclusiveness. Our beautiful residential campus on the banks of the St. Mary's River inspires our work, our play, and our commitment to the environment.

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.

Core Values

- Advancement of the College mission and vision
- Intellectual, creative, and scholarly exploration
- Innovation in academic and administrative enterprises
- Clear and effective communication
- Integration of theory and practice
- The power of a diverse community
- Local, national, and global engagement
- Access and affordability
- Environmental stewardship
- Student-centered ethos
- Social responsibility and civic-mindedness
- Civility and respect for self, others, and the environment

Goals

1. Attract intellectually ambitious students who thrive in and respect a diverse, collaborative learning community.
2. Engage students in a rigorous, experiential, flexible, innovative academic environment that capitalizes on our unique geographical location.
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.
4. Graduate prepared, responsible, and thoughtful global citizens and leaders.
5. Create and maintain state of the art, modern facilities, systems, and infrastructure.

On May 13, 2016, the Board of Trustees approved the above Mission Statement as part of "A Time for Rebirth," the College's current three-year strategic plan.

Institutional Identity

As the State's public honors college, St. Mary's College of Maryland provides a traditional liberal arts education and a small-college experience that is unique within public higher education, awarding a variety of undergraduate degrees as well as a graduate Master of Arts in Teaching degree. With a faculty of gifted teachers and distinguished scholars, a talented and diverse student body, and a low student/faculty ratio, St. Mary's College provides a challenging curriculum within an academically nurturing environment. In addition, the College fosters a sense of social responsibility and community among its students through its curriculum and campus life.

The St. Mary's curriculum stresses both intellectual breadth through broad requirements in the arts, humanities, natural sciences, and social sciences, and depth through rigorous discipline-based major programs. The senior project, completed by a majority of students, although not required of all, is simultaneously the capstone student learning experience and an important learning assessment tool. By emphasizing creative expression, the interconnected nature of knowledge, and an understanding of cultures with differing values and institutions in all aspects of the educational experience, the College prepares its students for fulfilling lives and successful professional careers in a world of increasingly rapid technological, political, economic and social change.

As a public college that is both accessible and affordable, St. Mary's provides the opportunity for academically talented students from a broad socioeconomic, ethnic, and racial spectrum to acquire a liberal arts education. This diversity creates a rich academic and social environment that enhances the education provided by the College.

The precursor to the College was created in 1840 as a living memorial to Maryland's colonial founders and their ideals of tolerance and innovation. The school evolved into a junior college in 1926 and a four-year institution in 1967. St. Mary's maintains its identity as a residential liberal arts institution, fostering principles of diversity, civic-mindedness, and intellectual exploration. The College offers academic and extracurricular programs that build upon the rich historical, cultural, and natural environments that come from its affiliation with Historic St. Mary's City and location on the banks of the St. Mary's River within the Chesapeake tidewater.

The College offers Bachelor of Arts (B.A.) degrees in eighteen programs and Bachelor of Science (B.S.) degrees in seven programs. The College, while primarily an undergraduate institution, offers a Masters of Arts in Teaching program (M.A.T.), which can be completed by any eligible and admitted individual with an earned bachelor's degree. This one year, full-time program meets federal and state requirements for highly qualified teachers, and addresses a critical need area identified in the State Plan. The focus of the institution will continue to reside in undergraduate education, with the graduate program serving fewer than forty students annually.

An independent board of trustees governs St. Mary's College of Maryland. Upon recommendation of the Board of Trustees, the Governor appoints new trustees with Senate advice and consent. Trustees are appointed for six-year terms, with a student trustee serving a one-year term. There are two ex officio members of the Board of Trustees.

With a Carnegie classification of Baccalaureate - Liberal Arts, St. Mary's is the only Maryland public institution of higher education and one of only twenty-five public institutions nationally having this classification. While the current Carnegie classifications suggest that the College could, by definition, be reclassified to Master's Colleges and Universities II after the implementation of the M.A.T. program, the historic and persisting dedication to the awarding of baccalaureate degrees, in breadth and in terms of student population, would warrant continuing classification as Baccalaureate - Liberal Arts under the Foundation's policies.

Looking Forward

Degree Programs

The College does not anticipate a change in its degree offerings; the College will continue to offer the B.A., B.S., and M.A.T. degrees.

Academic Programming

The College is engaged in an extensive redesign of the core liberal arts academic experience of all undergraduate students. The new curriculum will focus on integrative and applied learning with direct and explicit connections to workforce development. We call this new curriculum *Learning through Experiential and Applied Discovery* (*LEAD*). The new LEAD Curriculum aligns directly with Strategy 7 (*Enhance career advising and planning services and integrate them explicitly into academic advising and planning*) and Strategy 8 (Develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness) of the 2017-2021 Maryland Higher Education Commission Maryland State Plan for Postsecondary Education.

The LEAD Curriculum is the result of extensive research in the leading edge of curricular and pedagogical practices and is deeply informed by feedback from faculty, students, and alumni of the College.

The LEAD Curriculum aspires to be a new model of liberal arts educations for all students. LEAD creates a structure through which four crosscutting threads of learning-- foundational skills, professionalism, general education requirements, and a student's major-- become one coherent educational experience, providing students with an understanding of the links among these components (see *Figure 1: The LEAD Curriculum Threads*).

The *Skills Thread* develops and applies the intellectual skills (skills of thinking) students need, including written and oral communication, information literacy, and critical thinking. The Skills Thread also includes practical skills (skills of doing) that students need to transfer ideas into reality including the skills of teamwork, project organization and management, and leadership. The Skills Thread is realized through direct focus on skill development during the first year, the development of specialized research and communication skills embedded in major coursework, and the application of knowledge in external learning experiences.

The *Integrated Inquiry Thread*, covers broad knowledge of the human and natural world through sets of courses integrated by a common theme. Students learn to break down large problems into smaller elements and to engage with those elements through multiple disciplinary lenses. Students are taught to understand the world as contextual, a complex labyrinth of interacting forces and interrelated meanings.

The *Professionalism Thread* engages students in the habits of a purposeful professional life. Students learn to be reflective, to examine their interests, strengths, and challenges, and to align each with the demands of various careers. Students learn how to conduct a gap analysis between where they are today and what it will take to get to where they want to be tomorrow.

Finally, the *Depth of Understanding Thread* is the traditional academic major or major/minor combination that develops expertise in a specific discipline or area of application. In this thread, students both build on but also further expand and apply the skills they have gained in the other threads.

Usually, if present, these threads are siloed. At St. Mary's College, we are working across departments and divisions to ensure they are not. Faculty are designing a framework that includes the strengthening and expansion of the College's current Core Curriculum and the integration of these four crosscutting

threads of learning. They are collaborating with Career Development Center staff to unify curricular and co-curricular experiences. Our redesign aims to ensure a rigorous, connected, and relevant education for *all* St. Mary's College students through integrative, experiential and applied learning that has direct and explicit connections to students' professional preparation and planning. Bringing together these threads will reshape how faculty teach, and it will immerse students in a scaffolded, integrated experience that will guide students' intellectual and professional development from their first year to graduation and beyond.
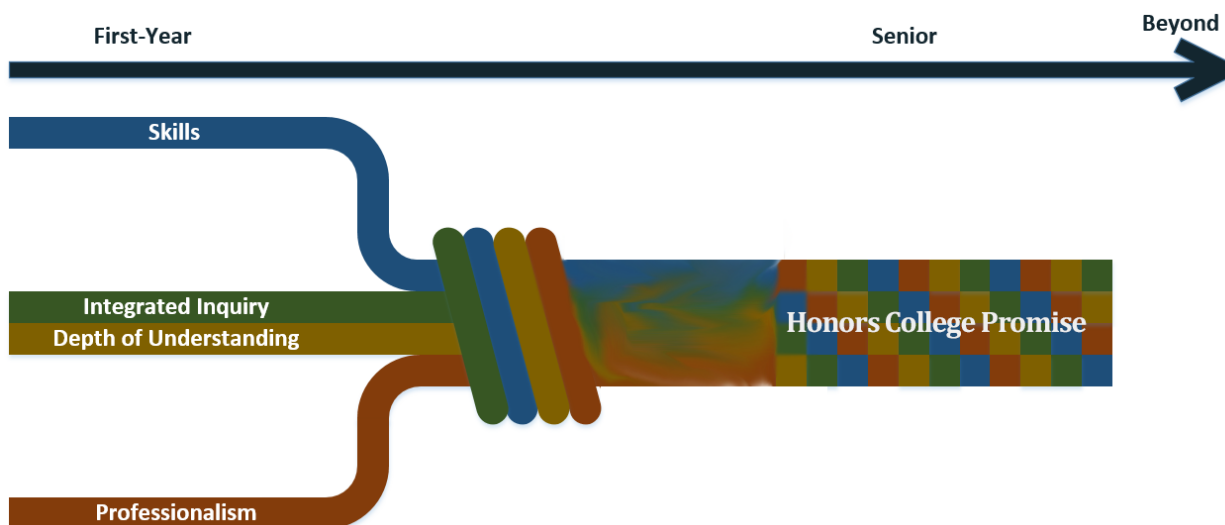

Figure 1: The LEAD Curriculum Threads

The crosscutting threads discussed earlier are not standalone elements of the LEAD Curriculum; they are not a checkbox of siloed requirements. The crosscutting threads are intermixed with academic content to create the curricular elements. Like the weaving of a tapestry, the treads are interwoven into a canvas of interdisciplinary knowledge to create curricular elements that, when taken as a whole, form a holistic educational experience.   The canvas of the LEAD Curriculum includes these major requirements: a First Year Honors Experience, Honors Pathways, language and cultural immersion, mathematics, and a senior capstone project. All of these elements have some or all of the crosscutting threads woven throughout. Students take the individual requirements but experience each as connected through the threads.

In the new First Year Honors Experience, students participate in two kinds of first-year seminars: honors seminars and professional literacy seminars. Together, they develop the Skills and Professionalism Threads. The honors seminars will have a renewed focus on written and oral communication skills, interpretive approaches to texts and images, and engagement with data, allowing students to develop the skills needed to be effective communicators of complex ideas and to engage critically with information in both digital and traditional forms. Concurrently, students will build an awareness of professional contexts, with a focus on communicating effectively, in their professional literacy seminars. As credit-bearing, required courses, these professional literacy seminars will introduce opportunities for exploring professional contexts, improving communication skills, and increasing self-reflection.

The First Year Honors Experience prepares students for the work they will do in (?) their Honors Pathways. These pathways-- through which students complete their general education requirements - serve as the intellectual gateways of students' quest to acquire expertise in specific areas of inquiry, allowing them to better understand how to approach complex questions from multiple disciplinary

perspectives. Pathways explicitly build on the foundations established in the first year honors and professional literacy seminars continuing students' development of the Integrated Inquiry, Skills, and Professionalism Threads. As students complete these pathways, they also continue their career preparation through collaborative projects undertaken in a credit-bearing course that further develops professional and practical skills. Students complement this training in leadership and teamwork by participating in micro-internships with partner businesses, and conducting a skills gap analysis.

The Honors Pathway has two alternative tracks: the Integrated Inquiry Pathway or the Exploring the Liberal Arts Pathway. The Integrated Inquiry Pathway will directly address the need for more intentional integration of knowledge and methodologies across departments and provide additional, explicit opportunities for students to develop their oral and written communication skills. This pathway engages students in an interdisciplinary series of courses that center on a common theme. For example, a public health integrated inquiry would examine social, political, biological, and economic issues related to public health through a collection of intentionally integrated interdisciplinary courses. This pathway culminates in an Integrative Learning Project (ILP) through which students present the impact that their integrated learning has had on their understanding of the Inquiry topic. In so doing, they gain early exposure to signature work.

The Exploring the Liberal Arts Honors Pathway is a more traditional pathway that allows students, specifically transfer students, to select individual courses that best fit their needs and interests, thus providing maximum flexibility while still ensuring exposure to disciplinary breadth and providing an opportunity to generate connections across disciplinary boundaries through reflective assignments.

Engagement with the crosscutting threads continues beyond the Honors Pathway into their major of choice. Each major includes experiences to satisfy student -learning outcomes in each of the threads. In so doing, the LEAD Curriculum allows students to link their broader development of liberal arts skills to other, deep academic contexts.

The tapestry of the LEAD Curriculum culminates in two integrative experiences, one a capstone in their major and the other, the St. Mary's College *Honors College Promise*. In their capstone project, completed in a student's major, students bring together these educational threads both through the rigor of their project, and the opportunity to reflect upon the connections generated by their learning experiences. The Honors College Promise guarantees an internship or research experience for every student. This promise, made to all students regardless of socio-economic background, demonstrates the College's commitment to building a curriculum rooted in the enduring principles of the liberal arts education that also embraces the challenge of providing new learning experiences and analytical tools needed to meet the contingencies of a changing world.

Fields of Study
The College has no concrete plans for new fields of study. However, preliminary discussions have begun on how the LEAD Curriculum can be extended to include experiences for upper-class students in key areas of regional and national demand. As currently discussed, such experiences would likely take the shape of professional certificate training resulting in professionally recognized credentials. This training would be offered in conjunction with local industry partners and would likely take advantage of the residential nature of our College. Such a credentialing program would again directly align with Strategies 7 and 8 of the State Plan.

Institutional Capabilities

Instructional Program Emphasis

St. Mary's stresses student learning through extensive student-faculty interaction, the use of effective learning pedagogies, and systematic faculty development. A commitment has been formed to ensure that speakers, activities, and academic engagement are available and achieved by members of the community. The College believes that excellent teaching is enriched by the knowledge and skills developed in research and other professional activities. Such experiences are also important for students, and the optional senior project provides the opportunity for students to develop intellectually and creatively in ways not possible through traditional classroom instruction. St. Mary's encourages a sense of individual and civic responsibility by emphasizing notions of community and supporting cooperative or collaborative endeavors in both academic and extracurricular life.

Institutional Organization

An overview of the College's organization is shown in Figure 1. At this time, the College is in the process of designing and implementing a new Center for Inclusive Teaching & Learning. The Center will provide professional development support to faculty on inclusive pedagogy and classroom management. There are no other specific plans for reorganization or additions of major organizational units.
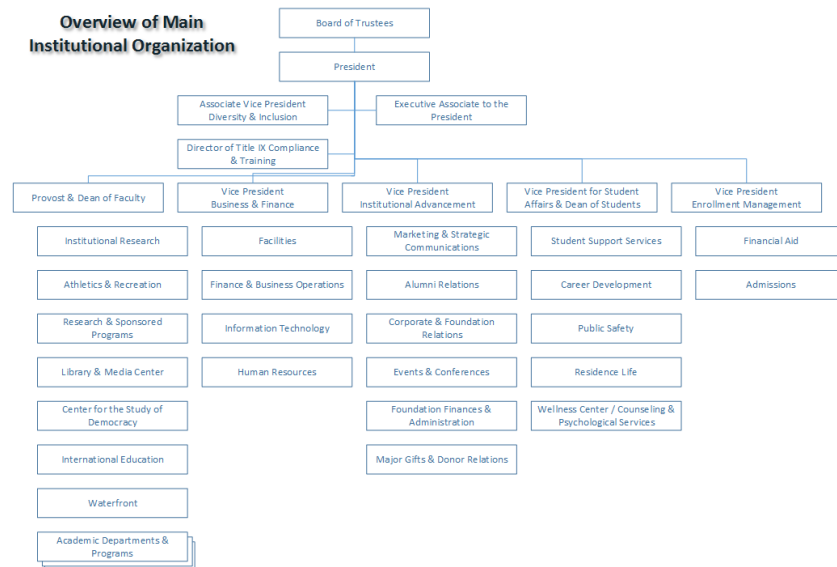

Figure 2: Overview of Main Organizational Structure

Institutional Value System

The College has three basic criteria applied to faculty evaluation: excellence in teaching; scholarly, professional, and/or creative achievement; and service to the College and the wider community. Teaching of high quality and the maintenance of excellence and competence in the classroom are, however, of greatest importance and cannot be replaced by high achievement in the other areas. St. Mary's College expects its faculty members to be excellent teachers first and foremost. All faculty are also expected to be professionally active and to keep abreast of developments within their field. Lastly, faculty members are expected to be active participants in the life of the College and active citizens of the local community.

Alignment with State Plan

The College also possesses goals aligned with those of the State of Maryland's Plan for Postsecondary Education, *Increasing Student Success with Less Debt*, reflected both in the strategic plan, *A Time for Rebirth*, and Mission of the College.

State Plan Strategy 1 (Access): Continue to improve college readiness among K-12 students, particularly high school students.

Many St. Mary's College academic programs intentionally connect with our K-12 partners. For example, the psychology program works with local high schools on the content of AP Psychology courses and brings instructors to campus for discussions, demonstrations, and to meet with St. Mary's College faculty.

Perhaps our most direct contribution comes from our Masters of Art in Teaching (MAT) program. The College is committed to providing "model" preparation for K -12 teachers, driving a diverse array of special relationships to area schools, particularly St. Mary's County Public Schools. The College and the Superintendent of this system have signed a formal letter of partnership. Our faculty members are leaders in helping K-12 teachers learn how to incorporate instructional technology into curricula and classrooms in pedagogically meaningful ways. The College is a statewide leader in modeling the most appropriate education for teachers and the offering of the M.A.T. continues this trend. Last year, the College developed new M.A.T. pre-requisites for every certification area; the new pre-requisites are aligned with Common Core State Standards. This helps us ensure that every MAT graduate is prepared to teach Maryland K-12 students in ways that will ensure they are college-ready.

State Plan Strategy 2 (Access): Cultivate greater financial literacy for students and families to encourage financial planning to prepare for postsecondary education.

St. Mary's College offers an optional professional development series titled *Bookbag to Briefcase* to all graduating seniors. The three-day seminar includes professional presentations and interactive workshops to help students prepare for life after St. Mary's. The seminar includes workshops devoted to financial literacy and planning for college graduates featuring material geared toward saving for the next generation of college goers. In addition, the Office of Financial Aid offers public financial aid information sessions in conjunction with the Maryland County Library System. These sessions cover the basics of financial aid including FAFSA, MD-529 plans, and direct lending options.

State Plan Strategy 3 (Access): Expand efforts to cultivate student readiness, financial literacy, and financial aid for individuals outside the traditional K-12 school channels.

The previously mentioned financial aid information sessions offered in conjunction with the Maryland County Library System is open to the public and is held at multiple local library locations to provide convenient and visible access for students outside the traditional K-12 school channels.

State Plan Strategy 4 (Success): Continue to ensure equal educational opportunities for all Marylanders by supporting all postsecondary institutions.

This strategy is primarily aimed at the Maryland Higher Education Commission and is not explicitly addressed in this document.

State Plan Strategy 5 (Success): Ensure that statutes, regulations, policies, and practices that support students and encourage their success are designed to serve the respective needs of both traditional and non-traditional students.

St. Mary's College of Maryland provides support to all students, no matter their age, Veteran status, etc. All of the College's workshops, support systems, academic advising, coaching, etc. are open to both traditional and nontraditional students.

State Plan Strategy 6 (Success): Improve the student experience by providing better options and services that are designed to facilitate prompt completion of degree requirements.

St. Mary's College of Maryland prides itself on having one of the highest four-year graduation rates among public institutions in Maryland. Nonetheless, the College continues to invest in initiatives and strategic changes designed to promote timely graduation.

In 2016, the College rolled out the Beacon early alert software system that allows faculty to submit alerts on students who they believe are at risk of not succeeding. In response, a team of support coaches is formed specific to the student and his/her needs.

For several years, the College has offered multiple Emerging Scholars sections of courses with historically higher rates of difficulty for students, particularly students from historically underserved populations. Through this program, students build self-efficacy, identity as scholars, and a social support network by being involved in challenging problem solving in a low-stakes, social environment.

Additionally, academic departments work to ensure timely graduation whenever possible. For example, our Music Department recently completed a redesign of their major to enable students to complete the requirements within two years if necessary. Our Physics Department offers a one-credit Calculus for Physics course that supplements the regular calculus course for introductory physics students without advanced placement. Our Political Science Department offers an applied internship program, called the Washington Program, through which students can earn 8-12 summer credits. The program is targeted to students who are short on credits for timely graduation.

Structurally, the College provides two key offices to assist students with timely graduation; the Writing and Speaking Center provides tutorials to assist students with the core academic skills of oral and written communication and the Office of Student Support Services provides students with tools to identify those abilities, needs, and interests needed to achieve optimal academic performance.

State Plan Strategy 7 (Success): Enhance career advising and planning services and integrate them explicitly into academic advising and planning.

The College has implemented a new credit-bearing introductory course sequence, CORE 103 and CORE 104, designed explicitly to engage students in exploration of career opportunities and the skills necessary for success.

Through this two-course sequence, students develop personalized career and leadership development plans to clarify attainable post-graduation objectives and to map a path to their accomplishment. Students use formal instruments to identify areas of interest and align those areas with career paths and to assess their values, strengths, and skills. Students also develop written and oral communication skills for representing themselves to future employers and graduate/professional school representatives and apply professional networking skills through Career Fair participation and internship interview preparation. This introductory sequence is the first-year component of a planned four-year curriculum on professional literacy the College anticipates as a required element of all St. Mary's undergraduate degree programs.

State Plan Strategy 8 (Innovation): Develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness.

The College is engaged in designing and implementing a new Core Curriculum that includes a four-year, scaffolded curriculum on professional literacy and practical skill development. The curriculum was designed with input from several business partners including leaders from CLB Advising LLC, Naval Air Systems Command, Avian – Unmanned Aerial Systems Division, JOB-IQ, PHTyson, and the Business-Higher Education Form. As envisioned, the professional literacy curriculum will be required of all students, offer stand-alone training courses, and integration with every major offered by the College. The capstone experience, called the *Honors College Promise*, includes an internship or research experience for every St. Mary's College student. Also, the Career Development Center develops custom recruitment plans for employment partners that work to satisfy immediate needs and build brand recognition among students. With the addition of the Assistant Director of Employer and Community Engagement we are formalizing structures and processes to develop new and exclusive opportunities for St. Mary's students. Additionally, we are increasing the opportunities for our partners to recruit on campus in traditional programs (career fair, on campus interviews, info sessions etc.).

State Plan Strategy 9 (Innovation): Strengthen and sustain development and collaboration in addressing teaching and learning challenges.

St. Mary's College of Maryland in committed to top quality teaching and learning. Annually at the beginning of the academic year, the College offers *Teaching Excellence Workshops* for faculty aimed at addressing effective pedagogy through adoption of best practices in the classroom. These workshops are well-attended often attracting as many as one-third of the instructional staff to each session. In 2017, the College received a planning grant from the Mellon Foundation to support the design of a new Center for Inclusive Teaching and Learning (CITL). The CITL will support all teaching and learning at the College and will specifically focus on pedagogical strategies effective for neurodiverse students. The CITL is planned to be operational by Fall 2019. In 2017-2018, the College faculty worked to develop a revised Core Curriculum specifically targeting integrative learning. The proposed curriculum will include integrative themes through which students will explore deep questions and establish connections among and between multiple disciplinary perspectives. In support of this work, the College sent a team of six faculty members to the 2018 Associate of American Colleges and Universities (AAC&U) Institute on Integrative Learning and Signature Work, a workshop aimed at helping "faculty leadership to advance programs and curricula that build students' capacity to integrate their learning."

State Plan Strategy 10 (Innovation): Expand support for research and research partnerships.

The College has been highly engaged in developing improved support for research and research partnerships. The College entered into an Educational Partnership Agreement (EPA) with the Naval Surface Warfare Center (NSWC), Indian Head Explosive Ordnance Disposal Technology and The Patuxent Partnership (TPP), a non-profit member organization that works with government, industry, and academia to advance technology-related education and workforce development. We signed a Navy Cooperative Research and Development Agreement (CRADA) on

Development and Studies of Energetic and Biocidal Materials with Medical Applications. We also signed a CRADA on Development of Inkjet Printing Technology for Deposition of Electronic Devices. We initiated a connection with the University of Maryland Unmanned Aircraft System (UAS) Test Site located in southern MD, which resulted in the following activities/outcomes: a) a visit of UAS Test Site by EA, RA, Naval Air Warfare Center Aircraft Division (NAWCAD) liaison Dr. David Barrett and SMCM faculty members from computer science, psychology, chemistry, physics and Career Development Center staff to discuss possible research collaborations and student internships; b) a visit from St. Mary's County economic development specialists focusing on multi-institutional collaborations that could foster research and internship opportunities for SMCM faculty and students, especially as they relate to UAS technology; c) the Psychology Department faculty started research collaboration with UAS and NAWCAD on virtual reality and human factors; d) a chemistry student received a prestigious UAS internship to work on a project titled "Increasing Flight Radius of UAS with Solar Cell Integration." The College also established a connection with the Chesapeake Watershed Cooperative Ecosystems Studies Unit (CESU) resulting in a signed Chesapeake Watershed CESU Cooperative and Joint Venture Agreement and a Cooperative Agreement between the National Park Service and the College to provide research, technical assistance, and education for resource management. Finally, the College was selected as one of 12 partnering institutions for the Council on Undergraduate Research (CUR) Transformation Project, a project to 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.

State Plan Strategy 11 (Innovation): Encourage a culture of risk-taking and experimentation.

The College uses several mechanisms to encourage and support student risk-taking and experimentation. For example, the Music Department offers a highly flexible capstone recital process that encourages students to perform their own compositions or incorporate strong audio-visual elements in their work. Likewise, the Political Science Department employs classroom simulations that encourage students to think about programs from different perspectives. In the past, students have acted as congresspeople, Supreme Court justices, and diplomats just to name a few. Nearly all St. Mary's departments encourage students to try new things and take advantage of new opportunities through directed research courses, internships, and service learning courses. The Physics Department at St. Mary's College is an exemplar of risk-taking and experimentation. The department aims to roll out at least one major initiative each year. For example, a new academic program, a major curricular revision, a new co-curricular programs, etc. One of their initiatives, the inclusion of professional development material within the Physics major, was recognized nationally as a case study of effective practices in *Phys21: Preparing Physics Students for 21st Century Careers*. Finally, the Sociology Department annually offers a course in entrepreneurship where 16 students are immersed in a culture of risk-taking and experimentation.

College Strengths from Location: Historic St. Mary's City and the Chesapeake Tidewater

St. Mary's location at historic St. Mary's City on the banks of the tidal St. Mary's River provides unique opportunities for environmental, historical, cultural, and public policy studies.

These opportunities are realized through course related activities, faculty scholarship, student research, and special programs. They are further supported by partnerships and collaborative relationships with local, state, federal and corporate organizations. The College will continue to strengthen programs with direct connections to our location and community, such as museum studies, environmental studies, education, public policy, history, and the STEM fields.

Community Services. College faculty, staff, and students are key volunteers to both public and private organizations in the community. The athletic, recreational, and meeting facilities of the College serve as unique and valuable

resources to the surrounding community and region. The College hosts an extensive series of lectures, concerts, exhibits, sports competitions, and other events to which the public is welcome. In addition, the College acts as a resource to the surrounding community by providing athletic facilities to local teams, extensive community swim hours in its pool, reception and convention facilities (especially important during summer months), and informal gathering places that enrich the lives of area residents. The College provides space for local high school graduations, hosts the Chesapeake Bay Aquatic Club practices and meets and numerous athletics camps for regional students.

Center for the Study of Democracy. As St. Mary's City was the first capital of Maryland, the College and Historic St. Mary's City have developed the Center for the Study of Democracy. This initiative studies contemporary and historical issues in democracy from an interdisciplinary perspective. Through this program, various lectures, events, and visiting scholars are hosted for the benefit of the community. For instance, the Center co-sponsors an annual Patuxent Defense Forum, which provides an opportunity for rich interaction between internationally-recognized experts on defense issues to present and discuss ideas. Participants include academics, military and government officials, and members of the defense contractor community. The Center also hosts events on Constitution Day, the Schaefer Internship Program, candidate debates, and the Bradlee Lecture.

Institutional Objectives and Outcomes
Inclusive Diversity
St. Mary's College of Maryland is deeply committed to the belief that the thoughtful exchange of diverse ideas and viewpoints can only enhance our environment, when done in a respectful and civil manner. To that end, at Opening Convocation every student commits to the principles embraced by faculty and staff that guide our College, by pledging the following:

The St. Mary's Way
As a member of St. Mary's College of Maryland, I accept the St. Mary's Way and agree to join in working with others to develop this College as a community:

- Where people respect the natural environment and the tradition of tolerance which is the heritage of this place
- Where people cultivate a life-long quest for disciplined learning and creativity
- Where people take individual responsibility for their work and actions
- Where people foster relationships based upon mutual respect, honesty, integrity, and trust
- Where people are engaged in an ongoing dialogue that values differences and the unique contributions of others' talents, backgrounds, customs, and world views
- Where people are committed to examining and shaping the functional, ethical values of our changing world
- Where people contribute to a spirit of caring and an ethic of service.

The College takes our commitment to the St. Mary's Way and its doctrine of inclusive diversity, seriously. Inclusive diversity hinges on inclusive hiring. The College has implemented a successful faculty hiring process that recognizes and embraces diverse candidates. In our most recent new faculty cohort, 40% of the new faculty are from diverse racial/ethnic backgrounds. Inclusive diversity flourishes with an inclusive student body. Through intentional recruitment strategies, 25% of the 2018-2019 entering students come from racially/ethnically diverse backgrounds. But recruitment of a diverse campus community is only half the battle. We must work to ensure all students have equitable access to success. The College is therefore implementing a new equity-based strategic prioritization initiative. We have identified meaningful milestones of student success that correlate with high student retention rates and timely graduation. Through this new initiative, each academic department will receive

success rates for these milestones broken down by race/ethnicity and highlighting any equity gaps between majority students and students of color. Departments will be rewarded for closing those gaps as such progress will inform the allocation of College resources. Departments will be provided with proven best practices for helping all students, but disproportionately students of color, achieve the identified milestones. This new initiative aims to establish and reinforce a campus culture of not only diversity but inclusive diversity reflected by equitable access and success.

The Full Strategic Plan Objectives
The College's 2016-2019 strategic plan, *A Time for Rebirth*, defines five key goals for the College. Each goal, discussed below, includes specific objectives with measurable metrics.

College 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 enrollment of 13%.
  - Metric 1.1.2: International enrollment of 3%.
  - Metric 1.1.3: Underrepresented minority enrollment of 31%.
  - Metric 1.1.4: First-generation enrollment of 20%.

- *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 student participation in living-learning communities to 50%.
  - Metric 1.2.2: Increased student participation in service learning opportunities to 30%.
  - Metric 1.2.3: Increased opportunities for students to engage in academic collaboration by 50%.
  - Metric 1.2.4: Increased opportunities for activities that promote lifelong wellness by 75%.
  - Metric 1.2.5: Increased faculty participation in the Affiliated Faculty Program by seven faculty members.
  - Metric 1.2.6: Increased number of courses on wellness, diversity, leadership, and financial literacy by one each.
- *Objective 1.3: Enhance the academic and social integration of students in the campus environment.*
  - Metric 1.3.1: Increased student satisfaction with academic experience to 3.5 on 4-point scale of Senior Exit Survey.
  - Metric 1.3.2: Increased student satisfaction with social experience by 20%.
  - Metric 1.3.3: Increased opportunities for students to be involved socially by 25%.
  - Metric 1.3.4: Increased opportunities for support for help with non-academic responsibilities by 50%.
  - Metric 1.3.5: Increased use of academic support services by 30%.
  - Metric 1.3.6: Increased students reported as thriving by 20%.
- *Objective 1.4: Provide students with opportunities that position them for success in a variety of careers.*
  - Metric 1.4.1: Increased number of alumni reporting that the College prepared them for full-time employment by 85%.
  - Metric 1.4.2: Increased participation in opportunities that provide leadership skills by 50%.

College 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: Increased faculty employing at least one high-impact practice to 75%.
  - Metric 2.1.2: Increased student participation in at least two high-impact practices to 100%.
  - Metric 2.1.3: Increased students presenting research beyond the campus by 10%.
  - Metric 2.1.4: Increased experiential course offerings by 9 per year.

- *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 January Term to campus community by AY 2017.
  - Metric 2.2.2: Implemented new course schedule grid with embedded community time by AY 2018.
  - Metric 2.2.3: Launched plan for implementing new curricular programs by AY 2018.
- *Objective 2.3: Develop institution-wide approach to learning outcomes and program assessment.*
  - Metric 2.3.1: Implemented student learning assessment in all academic programs by AY 2018.
  - Metric 2.3.2: Implemented student learning assessment in all co-curricular programs by AY 2018.
- *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: Increased portion of faculty trained in diversity to 95%.
  - Metric 2.4.2: Increased offerings of experiences focused on diversity by 10% per year.

College Goal 3: Attract and retain diverse staff and faculty.

- *Objective 3.1: Increase the diversity of staff and faculty and provide inclusive environment that optimizes the strengths of a diverse faculty and staff.*
  - Metric 3.1.1: Increased underrepresented minorities in new hires to 30% per year.
  - Metric 3.1.2: Engaged 100% of faculty in mentoring.
- *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: Increased employee participation in professional training programs by 10% per year.
  - Metric 3.2.2: Reduced difference between median compensation with peers by 50%.
  - Metric 3.2.3: Increased faculty and staff reporting that they are thriving by 5% per year.

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

- *Objective 4.1: Expand the variety, number, and efficacy of internships.*
  - Metric 4.1.1: Increased internships by 25%.
  - Metric 4.1.2: Increased participation in internships by underserved students by 10%.
  - Metric 4.1.3: Assessment results used to improve internship programs.
  - Metric 4.1.4: Increased Career Development Center personnel by one.
  - Metric 4.1.5: Improved employee efficacy by students.
- *Objective 4.2: Develop and promote global literacy and leadership initiatives.*
  - Metric 4.2.1: Enrolled students in Global Studies major at 25.
  - Metric 4.2.2: Increased geographical diversity of study abroad opportunities by 20%.
  - Metric 4.2.3: Hosted two global leadership lectures.
  - Metric 4.2.4: Sponsored four visiting ambassador lectures per year.
- *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 diversity initiatives by 50% each year.
  - Metric 4.3.2: Faculty and staff participation in two approved diversity-related professional development activities per year at 100%.
  - Metric 4.3.3: Increased students reported as thriving by 20%.
  - Metric 4.3.4: Increased diversity webpage traffic by 50%.
- *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 diverse student leaders at 5 per year.
  - Metric 4.4.2: Increased community service initiatives by 25%.
  - Metric 4.4.3: Increased on- and off-campus student volunteers by 10%.
  - Metric 4.4.4: Assessed and rewarded student engagement with the St. Mary's Way.

College 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: Increased implemented strategies recommended by re-engineering audit by 50%.
  - Metric 5.1.2: Increased percent of automated institutional processes by 100%.
  - Metric 5.1.3: Increased efficiency of institutional systems by 75%.
- *Objective 5.2: Develop and implement strategies to create and maintain modern physical facilities.*
  - Metric 5.2.1: Implemented facilities master plan aligned with strategic plan.
  - Metric 5.2.2: Increased staffing in housekeeping and grounds by 3.
  - Metric 5.2.3: Reduced deferred maintenance backlog.
  - Metric 5.2.4: Implemented campus environmental sustainability plan.
  - Metric 5.2.5: Reconfigured one space per year to a flexible working and learning space.
  - Metric 5.2.6: Increased student participation in environmental stewardship and campus maintenance activities by 10% per year.
- *Objective 5.3: Develop and implement strategies to evaluate and improve core technology infrastructure.*
  - Metric 5.3.1: Developed and implemented IT Master Plan.
  - Metric 5.3.2: Enhanced wireless and wired capabilities.
  - Metric 5.3.3: Established baseline data for enhancing core student information systems.
  - Metric 5.3.4: Adopted Enterprise Resource Planning (ERP) and data warehouse software.
- *Objective 5.4: Manage risk to enterprise.*
  - Metric 5.4.1: Developed and implemented Enterprise Risk Management Plan.
- *Objective 5.5: Increase entrepreneurialism at all levels.*
  - Metric 5.5.1: Developed infrastructure to reward cost-savings and revenue generation.
  - Metric 5.5.2: Grew the endowment.
  - Metric 5.5.3: Increased donations to Foundation by 2% per year.
  - Metric 5.5.4: Hired a Corporate and Foundations Officer.
  - Metric 5.5.5: Increased number of grant submissions by 3% per year.
  - Metric 5.5.6: Increased revenue from grants by 3% per year.
  - Metric 5.5.7: Increased revenue from events and conferences by 2% per year.

The following page provides a crosswalk matrix that illustrates the connection between the College's strategic goals and the goals of the State Plan.

Crosswalk

State Plan Goals and Strategies

College Goals and Objectives				1 ACCESS			2 SUCCESS				3 INNOVATION			
				1 — Continue to improve college readiness among K-12 students, particularly high school students.	2 — Cultivate greater financial literacy for students and families to encourage financial planning and to prepare for postsecondary education.	3 — Expand efforts to cultivate student readiness, financial literacy, and financial aid for individuals outside traditional K-12 school channels.	4 — Continue to ensure equal educational opportunities for all Marylanders by supporting all postsecondary institutions.	5 — Ensure that statues, regulations, policies, and practices that support students and encourage their success are designed to serve the respective needs of both traditional and non-traditional students.	6 — Improve the student experience by providing better options and services that are designed to facilitate prompt completion of degree requirements.	7 — Enhance career advising and planning services and integrate them explicitly into academic advising and planning.	8 — Develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness.	9 — Strengthen and sustain development and collaboration in addressing teaching and learning challenges.	10 — Expand support for research and research partnerships.	11 — Encourage a culture of risk-taking and experimentation.
1 Attract intellectually ambitious students who thrive in and respect a diverse, collaborative learning community.	1.1 Student diversity			x			x	x				x		
	1.2 Academic collaboration, intellectual growth, and lifelong wellness			x	x	x	x					x	x	x
	1.3 Student integration in the campus environment.						x		x					
	1.4 Career Preparation							x	x				x	
2 Engage students in a rigorous, experiential, flexible, and innovative academic environment that capitalizes on our unique geographical location.	2.1 Integrated high-impact practices.			x			x		x	x	x	x	x	
	2.2 Holistic approaches to structural and curricular innovation.			x					x	x	x	x	x	
	2.3 Student learning outcome assessment.						x			x		x		
	2.4 Community and environment that embodies diversity and inclusion.						x		x					
3 Attract and retain diverse staff and faculty.	3.1 Increase diversity of faculty and staff.			x			x	x	x		x		x	
	3.2 Support facult/staff professional excellence and personal well-being.									x	x	x	x	
4 Graduate prepared, responsible, and thoughtful global citizens.	4.1 Expand internships.						x	x	x	x	x	x	x	
	4.2 Promote global literacy and leadership.			x			x			x	x	x	x	x
	4.3 Promote inclusion, diversity, and equity.			x			x	x	x	x		x	x	x
	4.4 Promote responsible citizenship.			x			x		x	x	x	x	x	x
5 Create and maintain state-of-the-art, modern facilities, systems, and infrastucture.	5.1 Efficient and modern institutional systems.								x	x				
	5.2 Create and maintain modern physical facilities.								x					
	5.3 Improve core technology infrastructure.							x	x					
	5.4 Manage risk.													x
	5.5 Increase entrepreneurialism.							x	x	x	x	x	x	x

ASSESSMENT REPORT AY1718
SMCM STUDENT LEARNING

Executive Summary

- 2017-2018 marked the second year of our first three-year institutional assessment cycle.

- There were 5 foci of student learning assessment during this academic year: Cultural Perspectives (Knowledge), Humanistic Foundations (Knowledge), Critical Thinking (Skills), Lifelong Learning (Value), and Civic & Global Engagement (Value).

- Institutionally, over 80% of students met the targeted learning outcomes in the following strands: Cultural Perspectives, Humanistic Foundations, and Civic & Global Engagement. Further, one student group of focus (Core 101) students met the targeted learning outcome for Critical Thinking.

- Institutionally, there were several strands where we did not have 80% of the sampled students meet the targeted learning outcome: Critical Thinking for Core 301 students and students completing the SMP, and the Lifelong Learning Value.

  - As these strands used a common rubric to inform the assessment, there are questions as to whether the results could be related to inconsistent understanding/application of the rubric. This will be a focus this coming year.

- All academic programs engaged in assessment during 2017-18, either actively collecting and analyzing data, or making critical adjustments to their assessment structures and plans.

Introduction

In 2017-2018, SMCM faculty completed Year 2 of our first 3-year assessment cycle. The SMCM assessment system has been designed to help us understand ways in which our students are or are not meeting particular learning outcomes, for the purpose of informing conversations about how we may need to adjust learning experiences to maximize student learning. It is not a system designed to evaluate instruction or teaching, but rather provide faculty with insight to inform reflections and conversations about the organization and outcomes of learning experiences.

The Three-Year SMCM Assessment Cycle

The following table presents the foci of the SMCM assessment cycle in each of the respective years of the cycle. Year 2 (the focus of this report) is highlighted.

2016-2017 (Year 1)	2017-2018 (Year 2)	2018-2019 (Year 3)
Natural Science (Knowledge)	Cultural Perspectives (Knowledge)	International Languages & Cultures (Knowledge)
Social Science (Knowledge)	Humanistic Foundations (Knowledge)	The Arts (Knowledge)
Oral Communication (Skill)	Critical Thinking (Skills)	Mathematics (Knowledge)
Written Communication (Skill)	Civic & Global Engagement (Value)	Environmental Stewardship (Value)
	Lifelong Learning (Value)	

Institutional Assessment Foci in 2017-2018

Table 1 summarizes the findings in the focus areas of last academic year, as well as how the assessment was conducted. For the purpose of institutional assessment, we expect 80% of students to meet the learning outcome. The table is color-coded to highlight the areas where this expectation was met.

Table 1: Snapshot summary of institutional assessment results

Assessed Strand	Fall 2017	Spring 2018	Methods/tools of assessment
Knowledge: Cultural Perspectives *ILO/Core expectation:* Understand (Level 2 of 6 of the Knowledge taxonomy)	**86%** of students met the Cultural Perspectives Knowledge outcome. *(n= 241 students in 19 courses)*	**88%** of students met the Cultural Perspectives Knowledge outcome. *(n= 237 students in 21 courses)*	Course-embedded assignments, with scoring tools designed/chosen by instructors
Knowledge: Humanistic Foundations *ILO/Core expectation:* Understand (Level 2 of 6 of the Knowledge taxonomy)	**90.6%** of students met the Humanistic Foundations Knowledge outcome. *(n= 269 students in 12 courses)*	**90.8%** of students met the Social Science Knowledge outcome. *(n= 226 students in 13 courses)*	Course-embedded assignments, with scoring tools designed/chosen by instructors
Skill: Critical Thinking *101 expectation*: Manipulation (at least a 2 in all five categories) *301 expectation*: Precision (at least a 3 in all five categories) *SMP expectation:* Precision (at least a 3 in all five categories)	**82%** of students in CORE 101 met the critical thinking outcome *(n= 253 students in 20 sections)**		Course-embedded assignments, using AAC&U VALUE rubric for Critical Thinking
	68% of students in CORE 301, met the critical thinking outcome *(n = 60 students in 5 sections)*	**70%** of students in CORE 301 met the critical thinking outcome *(n = 21 students in 5 sections)*	
		66% of SMP students met the critical thinking outcome *(n = 179 students)*	Written SMP, using AAC&U VALUE rubric for Critical Thinking
Value: Lifelong Learning *SMP expectation:*		**76%** of SMP students met the critical thinking outcome *(n = 146 students)***	SMP Product/Process, as defined by mentor, using AAC&U VALUE rubric for Lifelong Learning

Precision (at least a 3 in all five rubric categories)			
Value: **Civic & Global Engagement** *ILO expectation: Value* (Level 3 of 5 of the Value taxonomy)	**89%** of students met the Civic & Global Engagement Outcome *(n= 345 students in 26 courses)*	**86.4%** of students met the Civic & Global Engagement Outcome *(n= 293 students in 25 courses)*	Course-embedded assignments, with scoring tools designed/ chosen by instructors

*One section of Core 101 was excluded from analysis after we learned the instructor completed the assessment at the start of the course, rather than after having taught the students the skills. If this section is included, 78% of Core 101 students met the outcome.

** 23 rubrics were excluded from analysis because not all criteria were rated by the mentor.

Comments on the 17-18 institutional assessment results

The Assessment Implementation Team (AIT) advises that because we are in our first-ever institutional assessment cycle, it is best to view the results (and frame conversations about the results) as starting points, rather than definitive statements about the current state of student learning at SMCM. The majority of SMCM faculty are in the process of building expertise in assessment practices and processes, which can be a notable influence on the results—for good and for bad.

However, the results we have for 17-18 at the institutional level nonetheless inspire questions to inform conversations about student learning in these courses and the assessment process at SMCM. The questions we're currently considering include:

Knowledge: Cultural Perspectives & Humanistic Foundations, broadly
- For both of these Knowledge Breadth areas, students met the outcomes set by the institution at a rate around 10 percentage points higher than what we expect.
- The percentage of students who met the knowledge outcomes for the humanistic foundations/cultural perspectives courses are essentially comparable from the first semester to the second semester.

Skills: Critical Thinking, broadly
- For the Core 101 course, 81% of students met the outcome for critical thinking. Between Core 101 and graduation (when these students are scheduled be assessed again for critical thinking via the SMP), the students are expected to progress one full rubric level in all categories. How are skills in critical thinking scaffolded throughout programs, so that students have opportunities to eventually meet this expectation? How might we need to account for students who need development in one or a couple of dimensions of critical thinking because they have not met our Core 101 expectation?

- For the Core 301 course, 68-70% of students met the outcome for critical thinking. Core 301 students and SMP students were expected to earn the same scores on the Critical Thinking Rubric—3 in all areas. SMP results for Critical Thinking were slightly lower (66%) than Core 301. Even though these were different populations of students (and the sample sizes were very different), both groups are not meeting the expected institutional standard of 80%. For the students in Core 301 (and are new to SMCM as transfer students with at least 24 college credits), not meeting the expectation is not potentially as potent a point of conversation as not meeting the targeted outcome at capstone. Nonetheless, these results makes us question the ways in which critical thinking is developed through our curriculum?   What additional conversation do we need to have about rubric scoring, to ensure a common understanding of the criteria and the levels?
- How is teaching a skill different than teaching a knowledge base? What sort of conversations or supports could be helpful in figuring out how to better support the development of Critical Thinking in our students?

Values: Lifelong Learning and Civic & Global Engagement, broadly
- Civic & Global Engagement, which was assessed via coursework, found a higher success rate (86-89%) than Lifelong Learning, which was assessed via the SMP (76%).
- Some of the feedback about the SMP-based assessment of Lifelong Learning revealed questions about the applicability of the VALUE rubric to our SMP processes in some programs. Does that mean we need a conversation about the tool used to assess Lifelong Learning, or should programs have a conversation about ways in which the SMP process can be structured to ensure that mentors gain the insight needed to use the various dimensions of that rubric for assessment?
- It is worth noting that many faculty question whether it is reasonable to expect students to hold certain values as part of their SMCM learning experience, rather than equip them to articulate informed value systems, in general.

Program Assessment in 2017-2018

As part of the assessment system, each *program* at SMCM (major, minor, graduate degree) is expected to assess student learning within the program. **For 2017-2018, 39 of the 48 unique programs at SMCM completed programmatic assessment**. **This is an 81.25% participation rate.** All of the programs that did not complete assessment in 2017-18 needed to revise/redo their initial curricular maps and plans for assessment because of serious structural flaws; had they collected any form of data, the results would not have informative for the programs and their reflections about student learning. Those revisions were completed to ensure assessment could begin in 2018-2019.

At the start of the 18-19 academic year, programs were asked to submit reports about their 17-18 assessment results and discuss how those results would inform future practice. Highlights from these reports include:

- Most programs reporting findings (30 of 39) reported students meeting all targeted learning outcomes for 17-18.
- For programs where students did not meet all targeted learning outcomes, Critical Thinking was often a strand where the students did not meet the outcome. This mirrored the institutional results. In some reports, programs expressed differing viewpoints on what is evidence of critical thinking, which could explain some of the variation.
  - It is also worth noting that minor programs, more so than major programs, were more likely to report not meeting the program's learning outcomes. A couple of programs noted the challenge in trying to ensure cohesion in the experience of minors.
- Multiple cross-disciplinary programs (majors and minors) pointed to challenges in schedule stability/course offerings to ensure curricular integrity and develop plans to support student learning.
- The Political Science program is intending to revise its approach to introductory courses to better scaffold development of student skills, following results from the first two years of the assessment system.
- The MAT program/Ed Studies minor has a different assessment system to align with the state accreditation demands. They assess 15 outcomes every year at the graduate level and 5 outcomes at the minor level, and identify program revision foci based on data trends. In 17-18, written communication emerged as a key challenge area for students in both programs, and they are restructuring writing expectations and sequences in both programs.
- Multiple programs expressed an interest/need for additional support to manage/implement/use assessment meaningfully. Requests include additional human resource support, time and/or acknowledgement at review time of demand of assessment duties, professional learning to increase skill with certain dimensions of assessment, and opportunities for additional conversations and support throughout the year.
- Multiple programs noted that the 17-18 focus on the Core Curriculum revision limited their ability to continue the momentum began in 16-17 on assessment, so they questioned their ability to 'close the loop' on the learning experience from Year 1. There is a general interest (from many programs) to figure out how to build assessment processes into the general workflow.
- Several programs, through the process of implementing the second year of their assessment system, recognized that their program learning outcomes were not in alignment with their actual curriculum or were not clearly capturing their intentions. Consequently, multiple programs revised their outcomes as the year unfolded, and adjusted their assessment accordingly.

Moving forward in 2018-2019

      This academic year marks Year 3 (and the last year) of our first institutional assessment cycle. With the ongoing conversations about revisions to the Core, and an opportunity to reflect on what has and has not worked in the first cycle of our assessment system, and what we have and have not learned about student learning the AIT expects multiple revisions to our processes and systems for supporting student learning—which is exactly why we engage in assessment in the first place.

St. Mary's
COLLEGE *of* MARYLAND
The Public Honors College

BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE
OPEN SESSION
MINUTES

Date of Meeting: May 11, 2018   **Status of Minutes:** Approved May 23, 2018

Committee Members Present: Chair Peter Bruns, Susan Dyer, Board Chair Sven Holmes, President Tuajuanda Jordan, Larry Leak '76
Committee Members Absent: John Bullock, Glen Ives, Ann McDaniel
Others Present: Cindy Broyles '79, Karen Crawford, Cynthia Gross, Gail Harmon, Charles Jackson, David Kung, Todd Mattingly, Joan Pickett, Morgan Smith, Danielle Troyan '92, Allan Wagaman '06, Michael Wick, Anna Yates

Executive Summary:
Meeting was called to order at 9:15 a.m. by Committee Chair Peter Bruns.

Discussion Items:
The Committee raised several questions concerning the Faculty Bylaws Revision to add a lecturer title position, for non-tenure track faculty. Of concern was the perception that the lecturer appointments would replace tenure appointment at a lower pay. Provost Wick explained that the lecturer duties are limited to direct instruction, with a 4:4 teaching load. This avoids equating lecturer positions with tenure-track positions. These positions would provide job security for non-tenure track faculty. The Committee asked that the Senate and Faculty discuss adding caps to the number of lecturer positions.

The Committee was pleased with the new minor in business which was in direct response to the Board's recommendation and from interest of prospective students. The minor in astrophysics was also discussed and noted that potential students are very interested in astronomy. Current students will have an array of programs that complement the offerings in Physics. The major in Women, Gender, and Sexuality Studies (WGSX) was discussed. In a review of our peer and peer aspirant institutions, all but one has a major in WGSX. Members of the committee did note that the administration should monitor the number of students actually taking these new majors and minors (and all for that matter) to ensure that additions to the curriculum are actually utilized.

Action Item:
II.A. Recommendation to Approve 2018 Candidates for Graduation was approved
II.B. Recommendation to Approve Faculty Bylaws Revision was approved
II.C. Recommendation to Approve a Minor in Business was approved
II.D. Recommendation to Approve a Minor in Astrophysics was approved
II.E. Recommendation to Approve a Major in Women, Gender, and Sexuality Studies was approved

Committee Action Taken/Action in Progress:
The proposed action items were approved by the Academic Affairs Committee at its meeting on May 11, 2018.

Recommendation to the Board:
The Academic Affairs Committee recommended approval of these action items by the Board of Trustees at its meeting on May 11, 2018.

Meeting adjourned at 9:40 a.m.