

Strategic Planning Implementation Team

January 2020 Report on Year 3 and Bridge Year Progress

Below are updates on the objectives and metrics that remain a focus during the Bridge Year, along with updates to Year 3 progress which were not available at the time of the October report. Narrative descriptions of the work ongoing during 2019-20 are included for each objective. Metrics that are not included in this year's work are omitted. See the October report for rationales for the exclusion of each metric.

Progress Toward Year 3 Metrics and Bridge Year Metrics

Updates since the October 2019 report are highlighted in dark blue.

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

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

For 2019-20, the Office of Admission will continue several initiatives that were in place during the previous year. In partnership with Institutional Advancement, the new National Public Honors College brand with its Learning through Experiential and Applied Discovery (LEAD) initiative was launched externally in Fall 2019. Recruitment efforts for out-of-state students were increased significantly in 2018-2019 in contiguous states and other targeted areas while in-state recruitment was maintained. In 2018, we also began working with Constant Knowledge who represents the College in India and other select Asian countries, with a focus on building and strengthening their network. Faculty also visited schools in China to follow up on visits in 2018. During the Fall 2019 recruitment cycle the Office of Admission hosted targeted recruitment programs for underrepresented students and worked closely with the DeSousa-Brent Scholars Program to increase the size of their entering class. Finally, first-generation and Pell-grant eligible students were granted application fee waivers, and receive specific targeted communications including email, print, and outreach. These efforts resulted in meeting the targets for Fall 2019 and will be repeated during the Fall 2020 recruitment season.

Metric 1.1.1: Out-of-state to 13%

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

Bridge Year: This target was adjusted to 9% (2017 levels) to reflect the current focus on Maryland students.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		9%	11%	13%	9%
Actual	6.6%	9%	7%	6%	
Progress		Met	Not Met	Not Met	

Metric 1.1.2: International to 3%

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

Bridge Year: This target was adjusted to 1% (2017 levels) to reflect the current focus on Maryland students.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		1%	2%	3%	1%
Actual	0.3%	0.3%	0.5%	1%	
Progress		Not Met	Not Met	Not Met	

Metric 1.1.3: Underrepresented Minorities to 31%

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

Bridge Year: This target is continued at 31% to reflect continued emphasis on recruiting underrepresented students.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		31%	31%	31%	31%
Actual	31.3%	27%	25%	32%	
Progress		Not Met	Not Met	Met	

Metric 1.1.4: First-generation to 20%

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

Bridge Year: This target is continued at 20% to reflect continued emphasis on recruiting first-generation students.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		18%	19%	20%	20%
Actual	17.6%	25.3%	21%	22%	
Progress		Met	Met	Met	

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

In Fall 2019, the inaugural Teachers of Tomorrow Learning Community (LC) consisted of 9 Educational Studies minor students concurrently enrolled in a special section of CORE 103 (Career and Network Navigation) and EDUC 206 (Education in America). The students in the class participated numerous customized experiences including informational interviews with teachers and educational professionals, large and small networking events, and personalized career immersion trips to a wide variety of school systems and grade levels. In Spring 2020, Teachers of Tomorrow will continue in CORE 104 (Career Exploration II), where students will prepare for mock interviews, apply for summer experiences and internships, and further network with professionals and alumni who work in education.

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

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

Bridge Year: LLC participation increased in Fall 2019 as a result of two new LLCs added as part of the LEAD initiative. Participation is expected to remain steady for FY20.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		21	24	27	27
Actual	18	19	11	27	
Progress		Not Met	Not Met	Met	

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

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

Bridge Year: This target is continued at 19 workshops to reflect planned expansion to additional Student Affairs offices which should increase opportunities from Year 3 levels.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		14 Workshops	17 Workshops	19 Workshops	Maintain (19)
Actual	11 Workshops	16 Workshops	18 Workshops	24 Workshops	
Progress		Met	Met	Met	

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

Throughout Fall 2019, the Student Government Association Student Life committee has been meeting with various offices around campus to identify student needs. Most recently they purchased 3 wheelchairs for the Office of Public Safety and the Wellness Center. The Student Government Association is also working with the Office of Student Activities to provide more training for Club and Organizations around programming, student involvement, and club leadership. The Offices of Student Activities and Residence Life have worked to increase the number of programs for students as well as the quality of those programs. In the spring they will launch an initiative, Hawks after Dark, to increase late-night and alternative programs on the weekends.

Metric 1.3.1: Increased satisfaction with academic experience

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

Bridge Year: This target is continued at 3.5 (on a 4.0 scale) to reflect continued emphasis on improving student satisfaction with the academic experience.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		3.37	3.44	3.5	3.5
Actual	3.3	3.17	3.08	3.11	
Progress		Not Met	Not Met	Not Met	

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

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

Bridge Year: This target is continued at 92% to reflect continued emphasis on improving student satisfaction with the social experience and planned additional emphasis on this area within Student Affairs.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		90%	91%	92%	92%
Actual	89%	83%	87%	91%	
Progress		Not Met	Not Met	Not Met	

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

The professional literacy coursework pilots (CORE 103 and CORE 104) continue on track for full implementation in Fall 2020. Feedback from students, instructors, and peer mentors is informing minor curricular and co-curricular adaptations including plans to implement the much anticipated, exclusive Job-IQ access directly into the coursework beginning as early as Spring 2020. The career center successfully expanded on-campus recruitment programming to include a Fall career fair and interview day. These events are in addition to Spring recruitment events that have seen a gradual growth in community and student participation in recent years.

Metric 1.4.1: Increase the number of alumni reporting that their SMCM education prepped them to secure full-time employment/competitive professional opportunities and/or further their education (85%)

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

Bridge Year: This target was adjusted to reflect significant improvement from Year 3 levels.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		79% Employment; 92% Graduate study	82% Employment; 92% Graduate study	85% Employment; 92% Graduate study	78% Employment; 90% Graduate study
Actual	77% Employment; 92% Graduate study	70% Employment; 84% Graduate study	75% Employment; 88% Graduate study	67% Employment; 71% Graduate study	
Progress		Not Met	Not Met	Not Met	

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

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

Bridge Year: These targets are continued at Year 3 levels to reflect continued emphasis on encouraging student participation in these experiences.

Volunteer Work	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		Maintain at 70%	Maintain at 70%	Maintain at 70%	Maintain at 70%
Actual	70%	79%	71%	68%	
Progress		Met	Met	Not Met	

Community coursework	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		45%	47%	50%	50%
Actual	43%	50%	38%	45%	
Progress		Met	Not Met	Not Met	

Study abroad	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		48%	48%	50%	50%
Actual	47%	40%	48%	43%	
Progress		Not Met	Met	Not Met	

Research w/ Fac.	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		43%	47%	50%	50%
Actual	40%	47%	45%	48%	
Progress		Met	Not Met	Not Met	

Internship	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		45%	47%	50%	50%
Actual	43%	45%	41%	40%	
Progress		Met	Not Met	Not Met	

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

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

Efforts continue to support our strong work on this objective to date. The newly established Center for Inclusive Teaching and Learning (CITL) has improved on-campus support for teaching and learning by expanding our annual Teaching Excellence Workshops – now renamed the Inclusive and Innovative Instruction (3I) conference – to include presentations and workshops from external speakers along with sessions led by SMCM faculty and staff. Continued implementation of LEAD beginning in Fall 2020 will enhance students' opportunities for research, internships, and other high-impact experiences. The departments of Chemistry and Psychology, supported by the Council on Undergraduate Research Transformations (CUR-T) Grant, continue to revise their major curricula to provide all students with intentional and scaffolded skill development to prepare them for undergraduate research. The work that these departments have completed thus far has been recognized by the CUR-T principal investigators as exemplary. In addition, the PIVOT data set developed to aid in program prioritization contains detailed information regarding high impact practices, which will assist programs in developing, integrating, and ensuring equitable access to diverse high impact practices, including experiential coursework. Among existing experiential opportunities, the Washington Program (offered by Political Science) is particularly notable, given the depth of preparation and reflection that accompanies the students' internship experiences, and provides a potential model for other programs.

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

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

Bridge Year: This target was increased to 95% to reflect the strong usage of HIPs among faculty.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		Maintain	Maintain	Maintain	95% (1 HIP)
Actual	76% (3 HIPs)	89% (3 HIPs)	84% (3 HIPs)	84% (3 HIPs)	
Progress		Met	Met	Met	

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

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

Bridge Year: This target is continued at 100% to reflect the importance of students participation in HIPs.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		100%	100%	100%	100%
Actual	99%	100%	100%	100%	
Progress		Met	Met	Met	

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

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

Bridge Year: This target was increased by an additional 10% to reflect the recent increases in external student presentations, exhibitions, and performances.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		42	44	45	50
Actual	41	36	66	84	
Progress		Not Met	Met	Met	

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

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

Bridge Year: This target was adjusted to reflect decreases in enrollment, resulting in an overall lower number of courses offered.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		27	30	33	30
Actual	24	24	23	33	
Progress		Not Met	Not Met	Met	

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

The LEAD initiative includes the College's new comprehensive general education framework that will engage students in theme-based inquiry, professional development, and liberal arts skill development. Components of LEAD (including expanded First-Year Seminar, theme-based inquiries, and professional development courses) are being piloted in 2019-20, and full implementation is planned to begin in 2020-21. The College's program array (majors offered) is also being assessed with an eye toward maximizing prospective student interest and maintaining relevance, excellence, and sustainability in all programs. In November, faculty and staff submitted 25 pre-proposals for new academic programs to the President's Task Force 2. Formal market analysis was carried out on four of these proposals (Applied Data Science, Marine Science, Neuroscience, and Public Health). During the coming months of the Spring 2020 semester, all academic programs will engage in a process of data-informed self-evaluation to aid Task Force 2 in prioritizing our existing programs.

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

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

Bridge Year: This target is continued at the Year 3 level. Establishing common community time is important for the LEAD initiative.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		New Grid Approved	New Grid Implemented	New Grid Approved	New Grid Approved
Actual	Existing Grid	Delayed	New Grid in Development	New Grid Under Discussion	
Progress		Not Met	Not Met	Not Met	

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

Definition: Develop and implement an Academic Master Plan

Bridge Year: This target was updated to reflect the planned curricular revitalization process.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		Plan in Development	Plan Launched	Plan Implemented	Identify Board- approved new programs
Actual	No Plan	Plan in Development	Plan Launched	Plan Implemented	
Progress		Met	Met	Met	

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

The college initiated its second three-year cycle of student learning assessment and is moving forward with the implementation of a new, much more robust assessment management software and a revised assessment system structure that reflects feedback from the first cycle. The Assessment Implementation Team (AIT) continues its work to support these shifts to ensure that they are also responsive to and inclusive of LEAD developments. Further, efforts to work with Student Affairs to integrate assessment of co-curricular programming into the overall student learning assessment structure continue to move forward.

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

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

Bridge Year: This target is continued at 100% to reflect the ongoing importance of student learning assessment.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		100%	100%	100%	100%
Actual	Implementation Begins	100%	100%	100%	
Progress		Met	Met	Met	

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

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

Bridge Year: This target is continued at 100% to reflect the ongoing importance of student learning assessment.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		100%	100%	100%	100%
Actual	Implementation Begins	100%	100%	100%	
Progress		Met	Met	Met	

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

Ongoing collaborations between the Office of Inclusive Diversity and Equity (IDE) and the Division of Student Affairs (Diversity and Civic Engagement) has resulted in a series of events designed to enhance the campus engagement and the sense of belonging among underrepresented minority students. For example, in August 2019, IDE collaborated with the Center for Inclusive Teaching and Learning to host a conference session on overcoming obstacles to growth and personal transformation in the context of facilitating difficult classroom conversations. The Divisions of Student Affairs and IDE are working in partnership with Accessibility Services to ensure SMCM support is inclusive of the needs of neurodivergent students. On March 10, 2020, the College will cancel classes and suspending non-essential operations in order to host a campus-wide day of learning around the principles of deep civility. This is a collaborative effort among the Divisions of Student Affairs and IDE, the Office of the Provost, and the Center for Democracy Studies. Finally, The College’s Retention Committee has retained a consultant to assist with identifying the causes of persistent equity gaps and recommending best practices around student persistence.

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

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

Bridge Year: This target is continued at 95% to reflect the importance of this initiative. Implementation of LEAD, especially Integrated Inquiries, should assist in reaching this metric.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		20%	60%	95%	95%
Actual	0 (No eligible workshops offered)	25% (32/130)	56% (80/143)	63% (94/149)	
Progress		Met	Not Met	Not Met	

Metric 2.4.2: Increased offerings of courses and experiential activities with a primary focus on diversity (10% in a three year period)

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

Bridge Year: This target is continued at 118 to reflect continued emphasis on this initiative.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		110	113	118	118
Actual	107	115	121	118	
Progress		Met	Met	Met	

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

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

Bridge Year: This target is continued at 100% to reflect continued emphasis on this initiative.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		Select training module and plan for Summer 2017 implementation	100% participation	100% participation	100% participation
Actual	No training in place	Training module selected and training implemented	Less than 100%	Less than 100%	
Progress		Met	Not Met	Not Met	

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

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

The Office of Inclusive Diversity and Equity (IDE) is collaborating with the Office of Human Resources to develop and implement consistent recruitment process for attracting staff from underrepresented racial and ethnic groups. This includes funding broader advertising to outlets that target underrepresented staff and an increased presence at local and regional job fairs. IDE will host an inaugural Faculty and Staff of Color Luncheon to develop a sense of community and belonging and to help facilitate an informal network of support among underrepresented faculty and staff at SMCM. As noted above (2.4), on March 10, 2020, the College will cancel classes and suspending non-essential operations in order to host a campus-wide day of learning around the principles of deep civility. This is a collaborative effort among the Divisions of Student Affairs and IDE, the Office of the Provost, and the Center for Democracy Studies. Finally, the Office of Human Resources (HR) has developed a framework for the staff mentoring program, and will develop an implementation plan to be provided to the staff senate by February 2020. The staff senate will then coordinate the mentor-mentee matching process.

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

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

Bridge Year: This target is continued at 30% to reflect the ongoing commitment to hiring individuals from underrepresented minority groups.

All	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		30%	30%	30%	30%
Actual	9% (3/32)	24% (8/34)	39% (11/28)	21% (9/43)	
Progress		Not Met	Met	Not Met	

Faculty	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		30%	30%	30%	30%
Actual	0% (0/3)	8% (1/12)	43% (6/14)	0% (0/6)	
Progress		Not Met	Met	Not Met	

Staff	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		30%	30%	30%	30%
Actual	11% (3/28)	29% (6/21)	33% (4/12)	23% (8/35)	
Progress		Not Met	Met	Not Met	

Exec. Staff	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		30%	30%	30%	30%
Actual	0% (0/1)	100% (1/1)	50% (1/2)	50% (1/2)	
Progress		Met	Met	Met	

Metric 3.1.2: Active mentoring for all new community members

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

Bridge Year: These targets are continued at 100% to reflect the success of the existing faculty mentoring program, and the planned development of a staff mentoring program during FY20.

Faculty	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		100%	100%	100%	100%
Actual	92.5%	100%	100%	100%	
Progress		Met	Met	Met	

Staff	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		100%	100%	100%	100%
Actual	0%	0%	0%	0%	
Progress		Not Met	Not Met	Not Met	

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

The FY19 Google Sheet that was created in August 2019 to collect data on staff professional development was successful. The FY20 Google Sheet has been created and distributed to begin tracking professional development participation for FY20. For FY20, funding was not available to assist the college toward reducing the difference between median salaries with our peers. Faculty and non-bargaining unit staff received a 1.5% salary increase on July 1, 2019.

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

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

Bridge Year: This target was increased to 145 (continuing the 10% annual increase) for staff. The target for faculty was adjusted to 90% of eligible faculty because of a decrease in the total number of tenure-track faculty.

Faculty	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		105	116	128	90% of eligible faculty
Actual	95 / 119 (80% of eligible)	99 / 121 (82% of eligible)	122 / 130 (94% of eligible)	101 / 119 (85% of eligible)	
Progress		Not Met	Met	Not Met	

Staff	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		109	120	132	145
Actual	99	88	210	231	
Progress		Not Met	Met	Met	

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

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

Bridge Year: This target is continued at Year 3 levels to reflect continued efforts to close the compensation gap.

Faculty	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		-5%	-4%	-3%	-3%
Actual	-6% below peers	-5%	-8.6%	-8.8%	
Progress		Met	Not Met	Not Met	

Staff	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		-3.3%	-2.6%	-2%	-2%
Actual	-4% below peers	-2%	-4.6%	-2.9%	
Progress		Met	Not Met	Not Met	

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

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

During Spring 2020, the Professional Fellowship Program (PFP) committee will evaluate a series of proposed revisions to the program funding structure that are intended to increase the number of funded on-campus internships. Work with new and existing off-campus partners to develop new internships has continued, with the addition of exclusive internships in fields ranging from business analytics to museum exhibit development and beyond. Assessment plans were rewritten in Fall 2019 to align with the professional literacy pathway of the LEAD initiative, and assessment of internships and job shadows continues on an ongoing basis. Job-IQ, launching in 2020, will also be able to help identify internship possibilities among alumni partners.

Metric 4.1.1: Increased internships (25%)

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

Bridge Year: This target is continued at 54% to reflect continued emphasis on increasing internships.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		45%	48%	54%	54%
Actual	43%	45.30%	46%	40%	
Progress		Met	Not Met	Not Met	

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

Definition: Participation in internships among students graduating in the previous AY, as self-reported on the annual Senior Exit Survey. "Underrepresented" refers to nonwhite, first generation, or Pell recipient.

Bridge Year: This target is continued at 54% to reflect continued emphasis on increasing internships among underrepresented students.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		41%	45%	50%	50%
Actual	40%	39%	33%	47%	
Progress		Not Met	Not Met	Not Met	

Metric 4.1.3: Assessment results used to improve internship programs

Definition: See list of SLOs below.

Bridge Year: This target is continued at Year 3 levels to reflect best practices in continued assessment.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		Assessment carried out on SLOs, new tracking process in place for all internships	New tracking process in place for all internships and first assessment results analyzed and applied	Assessment results analyzed and applied in continuing assessment process	Assessment results analyzed and applied in continuing assessment process
Actual	No assessment system in place	Assessment has been carried out on SLOs and tracking process in place.	New tracking process is in place and first assessment results analyzed.	Assessment results analyzed and applied	
Progress		Met	Met	Met	

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

Implementation of LEAD will engage students in theme-based inquiry as well as leadership and liberal arts skills development. Coupled with increased international education programs in non-European and non-Australian locations, new partnerships and programs are emerging from curricular enhancement initiatives.

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

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

Bridge Year: This target is not increased further due to enrollment declines, as well as recent travel restrictions due to changes in federal policies.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		32	34	36	
Actual	30	34	34	38	
Progress		Met	Met	Met	

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

The Office of Inclusive Diversity and Equity (IDE) revamped the in-person DiversitySMCM student training component to make it more engaging and centered on self-reflection and community building. The Diversity & Civic Engagement in the Division of Student Affairs hosted 14 events in Fall 2019 to engage and empower underrepresented students around diversity and social justice related topics. In 2018-19, the College piloted an Inquiry (a set of thematic core courses) focused on resistance and the global and local histories of enslavement that affect our region. This pilot was expanded in Fall 2019 as part of the LEAD Implementation Team's work developing the structures that will support the new LEAD initiative.

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

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

Bridge Year: This target was adjusted to allow the development of a better measure of the impact of programming.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		39	47	59	Redefine the metric
Actual	31	65	n/a	112	
Progress		Met	n/a	Met	

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

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

Bridge Year: This target was adjusted to allow the development of a better measure of IDE-related professional development.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		100%	100%	100%	Redefine the metric
Actual	Not Tracked	Tracking System Established	n/a	Less than 100%	
Progress		Not Met	n/a	Not Met	

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

Efforts to support and cultivate responsible leadership, environmental stewardship, and community spirit are strong and consistent. Curricular foci and co-curricular programming, multiple speaker series, and Student Government Association culture all foreground service learning for social and environmental accountability. Faculty and staff involved in sustainability efforts will meet with members of the Provost’s Office and Student Affairs during Spring 2020 to discuss the optimal way of measuring community service and volunteerism, and to consider whether environmental stewardship represents a unique category of service.

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

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

Bridge Year: This target was redefined to match an existing internal and state goal relating to volunteerism.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		982	1,029	Maintain	65% of graduating seniors
Actual	935	1,017	1,230	1,230	
Progress		Met	Met	Met	

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

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

SMCM signed the contract with Campus Management in November 2018 to provide the College with the new Enterprise Resource Planning (ERP) System to replace Jenzabar CX. This ERP System will provide the College with CampusNexus Student, CampusNexus Finance, HR and Payroll. Implementation of the first module, CampusNexus Student, has begun and the Go Live date is planned for May 2020. The CampusNexus Finance, HR and Payroll Modules implementation processes will proceed on a rolling basis moving forward.

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

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

Bridge Year: This target was updated to reflect the current timeline of the ERP upgrade.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		Derive detailed ERP requirements based on audit	Dependent on ERP upgrade	Dependent on ERP upgrade	CampusNexus Student Module Implementation
Actual	Existing ERP in place	Requirements for new ERP established as part of RFP	Final phase of ERP contract negotiations; ERP implementation to be scheduled	ERP implementation has begun	
Progress		Met	Met	Met	

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

Definition: Processes identified by the ERP functionality audit that can be automated will become fully automated by 2019
Baseline data references processes identified by the ERP Core Functionality Audit to be reliant on paper.

Bridge Year: This target was updated to reflect the current timeline of the ERP upgrade.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		Audit and identify the candidates for automation	Dependent on ERP upgrade	Dependent on ERP upgrade	Reduce to 35 paper processes
Actual	To be determined by ERP implementation process	ERP needs assessment identified 72 candidates for automation	OIT to re-assess functionality audit now that ERP contract is nearing completion	ERP implementation has begun	
Progress		Met	Not Met	Not Met	

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

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

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

Bridge Year: This target was updated to reflect the current timeline of the ERP upgrade.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		n/a	294	294	CampusNexus Student Module Implementation
Actual	168	n/a	294	294	
Progress		n/a	Met	Met	

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

Restructuring of institutional priorities necessitated resetting of metrics within this objective. The existing Facilities Master Plan will undergo a complete audit, and we will continue collecting facilities and space utilization data for integration into the future strategic plan. The Sustainability Committee is working on a revision of the Sustainability Master Plan for approval this fiscal year. Renovations in the Library Annex to provide physical space for the Center for Inclusive Teaching and Learning (CITL) were completed in Fall 2019. Of importance, the new Jamie L Roberts Stadium, home to field hockey, lacrosse and soccer, as well as potential community partnerships, opened in Fall 2019. In early 2020, the next phase of new building construction will begin for a new academic building and auditorium, to house Music and Educational Studies academic programs.

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

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

Bridge Year: This target was adjusted in response to restructured institutional priorities.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		Plan of Action in Place for FMP	Analyzed and completed campus needs assessment	Draft FMP ready for approval	Complete audit of existing FMP
Actual	2013 Draft FMP in place	Draft Plan of Action in Place	New athletic facility under construction, New Auditorium and Academic Building in planning	No action, pending development of new Academic Master Plan	
Progress		Met	Met	Not Met	

Metric 5.2.3: Reduce deferred maintenance backlog

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

Bridge Year: This target was adjusted to reflect changes to the calculation of deferred maintenance backlog.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		\$9.6M	\$7.6M	\$4.9M	\$17.5M
Actual	\$9.6M	\$9.6M	\$9.4M	\$21.0M	
Progress		Met	Not Met	Not Met	

Metric 5.2.4: Implemented campus environmental sustainability plan

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

Bridge Year: This target was adjusted to reflect the current state of progress on the Sustainability Plan.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		Have draft Sustainability Plan prepared for EC approval	Develop implementation strategy	Manage implementation of Sustainability Plan	Complete the Sustainability Plan and begin implementation
Actual	No working Sustainability Planning document in place	Draft Sustainability Plan will be submitted to EC	Sustainability Plan is in revision	Revised Draft of Sustainability Plan completed	
Progress		Not Met	Not Met	Not Met	

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

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

Bridge Year: This target was continued and clarified to incorporate planned renovations for FY20.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		1 additional space	1 additional space	1 additional space	Complete relocation of Writing and Speaking Center and create a new physical space for the CITL
Actual	Plans and cost analysis complete	Space added	2 spaces upgraded	2 additional spaces upgraded	
Progress		Met	Met	Met	

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

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

Bridge Year: This target was adjusted to reflect a 10% improvement above Year 3 levels.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		3,517 hours	3,865 hours	4,215 hours	3,843 hours
Actual	3,169 hours	2,692 hours	2,334 hours	3,494 hours	
Progress		Not Met	Not Met	Not Met	

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

A series of Office of Information Technology (OIT) assessments and surveys were conducted and will be utilized to create the IT Master Plan. Members of the faculty, staff and student body will be recruited to serve on a committee to create this plan. The final IT Master Plan will be submitted for review and comment in Spring 2020. Implementation of the CampusNexus Student module (see Objective 5.1 above) will drastically improve the student online experience, particularly with regard to course planning and degree audits. The data warehouse work will commence when implementation of all CampusNexus modules is complete, and is outside the scope of this bridge year.

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

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

Bridge Year: This target was adjusted to reflect the current state of progress on the IT Master Plan.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		Analyze and identify known gaps and weaknesses in campus technology	Approval of IT Master Plan	Implementation of IT Master Plan	Final Draft of IT Master Plan
Actual	No plan in place	Analysis is ongoing	Analysis is ongoing	Planning scheduled for December 2019	
Progress		Met	Not Met	Not Met	

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

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

Bridge Year: This target was updated to reflect the current timeline of the ERP upgrade.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		Perform detailed business requirements analysis	Dependent on ERP upgrade	Dependent on ERP upgrade	CampusNexus Student Module Implementation
Actual	Current systems in place (Jenzabar's Portal, Symplicity Residence, etc.)	Business requirements analysis tied to ERP related systems are complete	ERP Contract Awardee includes new Student Information System	ERP Contract Awardee includes new Student Information System	
Progress		Met	Met	Met	

Metric 5.3.4: Adopted ERP and data warehouse

Definition: Adopt a new ERP

Bridge Year: This target was updated to reflect the current timeline of the ERP upgrade.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		ERP Contract Awarded	ERP Implementation Process Begun	ERP Implemented	CampusNexus Student Module Implementation
Actual	Existing ERP in place	ERP Request for Proposals out for bid	ERP contract in final stage; implementation begins January 1, 2019	ERP implementation has begun	
Progress		Not Met	Not Met	Not Met	

Objective 5.4: Manage risk to enterprise.

The VP for Business and Finance is now integrated in the institutional Emergency Response Team (ERT) cohort and will use this group for advocacy and adjudicating any risk assessment issues or opportunities that impact strategic objectives prior to raising issues to the President and Executive Council.

Metric 5.4.1: Developed and Implemented Enterprise Risk Management Plan

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

Bridge Year: This target was adjusted to reflect recent changes in the role of the Vice President for Business and Finance on the Emergency Response Team.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		Assess current risk structures and develop plan of action/schedule	Complete needs assessment and draft ERM plans	Determine implementation strategy and initiate plan	Draft of institutional Enterprise Risk Management Plan
Actual	No current plan in place	Road map is being developed	No current plan in place	No current plan in place	
Progress		Not Met	Not Met	Not Met	

Objective 5.5: Increase entrepreneurialism at all levels.

The Foundation endowment portfolio's market value stood at \$33.1M at the end of November 2019. Private dollars raised as of January 10, 2020 stood at \$2.2M. Numerous professional development opportunities for faculty and staff to encourage and improve grant-writing strategies have been offered over the past two years. In particular, the Office of Research and Sponsored Programs hosts an annual winter Research Excellence Workshop including writing workshops, networking sessions, panel discussions, and time to celebrate and recognize faculty and staff who have received funding. During FY20 to date, \$2.26M representing 40 external grant requests have been submitted and await award notifications. Of note, SMCM became the southern Maryland hub of the Maryland State Arts Council Folklife Network. Finally, we are on track to make the events/conferences revenue goal with summer housing bookings.

Metric 5.5.2: Grow the Endowment

Definition: Dollar value of the College's endowment

Bridge Year: This target was continued at the same level to reflect continued emphasis on growing the endowment.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		Growth in accordance with market projections from portfolio manager	Growth in accordance with market projections	Growth in accordance with market projections	Growth in accordance with market projections
Actual	\$28M	\$31.7M	\$32.9M	\$33.3M	
Progress		Met	Met	Met	

Metric 5.5.3: Annual 2% increase in donations to Foundation

Definition: Dollar value of donations to the Foundation

Bridge Year: This target was increased to \$1.92M to reflect the continued increases in donations.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		\$1.8M	\$1.84M	\$1.88M	\$1.92M
Actual	Set new baseline for FA17 following conclusion of capital campaign	\$1.94M	\$2.7M	\$2.4M	
Progress		Met	Met	Met	

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

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

Bridge Year: This target was increased to 36 (continuing the 3% annual increase), reflecting strong levels of grant submission activity among faculty and staff.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		33	34	35	36
Actual	32	53 (+66%)	56	67	
Progress		Met	Met	Met	

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

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

Bridge Year: This target was increased to \$950,000 (continuing the 3% annual increase), reflecting strong levels of grant awards among faculty and staff.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		\$875,000	\$900,000	\$925,000	\$950,000
Actual	\$848,562	\$1,648,905 (+94%)	\$900,116	\$1,268,836	
Progress		Met	Met	Met	

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

Definition: Net revenue from events and conferences

Bridge Year: This target was increased to \$87,327 (continuing the 2% annual increase), reflecting continued emphasis on increasing revenue from events and conferences.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)	Bridge Year (Fall 2020)
Target		\$82,385	\$84,000	\$85,615	\$87,327
Actual	\$80,770	\$108,798	\$141,865	\$139,467	
Progress		Met	Met	Met	

Strategic Planning Implementation Team Membership

Members of the Strategic Planning Implementation Team (SPIT), 2019-2020

General Members

Tuajuanda Jordan, President
Leonard Brown, Vice President of Student Affairs and Dean of Students
Tayo Clyburn, Vice President for Inclusive Diversity and Equity
David Hautanen, Vice President for Enrollment Management
Paul Pusecker, Vice President for Business and Finance
Michael Wick, Provost and Dean of Faculty

Goal 1 Representatives

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

Goal 2 Representatives

Anne Marie Brady, Director of Institutional Research
Asif Dowla, Professor of Economics

Goal 3 Representatives

Mary Grube, Associate Director of Budgets

Goal 4 Representatives

Barry Muchnick, Assistant Professor of Environmental Studies
Fatima Bouzid, Class of 2022, Student Trustee-in-Training

Goal 5 Representatives

Bradley Newkirk, Assistant Director of Physical Plant
Daniel Pindell, Web Developer