



**STUDENT AFFAIRS COMMITTEE
MEETING OF OCTOBER 26, 2018**

**OPEN SESSION
AGENDA**

- I. DISCUSSION ITEMS**
 - A.** Policy revision work in collaboration with students, Daniel Belson and Samantha Berenschot-Bucciero (verbal presentation)
 - B.** Next Steps on Alcohol and Drugs on Campus
 - C.** Student Trustee Report-Justin Hoobler
- II. ACTION ITEMS**
 - A.** Endorsement of 2018 Performance Accountability Report
 - B.** Revision to the Quiet Hours Policy
- III. INFORMATION ITEMS**
 - A.** Response to Student Speak Out
 - B.** Minutes from meeting of May 11, 2018

The committee does not expect to close a portion of this meeting.



**BOARD OF TRUSTEES
STUDENT AFFAIRS COMMITTEE**

REPORT SUMMARY
(See appendix for supporting materials.)

Date of Meeting: October 26, 2018

Date of Next Meeting: February 1, 2019

Committee Chair: Co-Chair Lex Birney, Co-Chair Cindy Broyles '79

Committee Members: Carlos Alcazar, John Bell '95, Peg Duchesne '77, Elizabeth Graves '95, Board Chair Sven Holmes, President Tuajuanda Jordan, Larry Leak '76, Danielle Troyan '92, Justin Hoobler '19

Staff Member: Leonard Brown

Dashboard Metrics

None

Executive Summary

Discussion Items

Policy Revision Work in Collaboration with Students:

Students Daniel Belson and Samantha Berenschot-Bucciero shared with the committee their work to review and revise policies in collaboration with administration.

Next Steps on Alcohol and Drugs on Campus:

Vice President Brown discussed the formation of a campus task force to review the survey data from the Maryland Collaborative and recommend an implementation time line.

Student Trustee Report:

Justin Hoobler'19 presented his Student Trustee Report.

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

Action Item II.A. Endorsement of 2018 Performance Accountability Report:

2018 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 committee voted to recommend to the full Board the approval of the PAR.

Action Item II.B. Quiet Hours:

The committee voted to recommend to the full Board the change in the Quiet Hours Policy.

**BOARD OF TRUSTEES
ST. MARY'S COLLEGE OF MARYLAND
STUDENT AFFAIRS COMMITTEE
MEETING OF OCTOBER 26, 2018
DISCUSSION ITEM I.B.
NEXT STEPS TO ADDRESS ALCOHOL AND DRUGS ON CAMPUS**

As you may recall, St. Mary's participated in the Maryland Collaborative survey on alcohol and drug use in the spring semesters of 2016 and 2018. The most recent results were reviewed with the Trustees this past summer. Since that time, the staff from the Maryland Collaborative has submitted their own report with recommendations specific to St. Mary's College to address problematic alcohol and drug use in our community. The recommendation from the Maryland Collaborative address the following areas:

1. Working with the Residence Life staff. The residential nature of our community warrants a review of how the residential experience impacts alcohol and drug use by students.
2. Policy awareness. Ensuring that students are aware of campus policies that pertain to alcohol and drugs.
3. Addressing drinking related to "student traditions". Exploring ways to address concerns associated with high-risk events and the excessive drinking associated with these events.
4. Working with the surrounding community. Exploring ways to partner with places in the community where alcohol is sold, to limit high-risk drinking.
5. Engaging students. Finding ways to work with student leadership on addressing the concerns associated with excessive alcohol use and drug use.

Given the unique setting of the College, the campus culture, and the complexity of addressing this specific issue on any campus, a task force will be formed by January 2019 to address this issue. The charge of the committee will be to first review all of the survey data to fully understand the scope and nature of the issue. This review will include opportunities to engage with the staff of the Maryland Collaborative. The task force will ultimately recommend to the Executive Council priorities to address, strategies to address those priorities and an implementation timeline. The task force will include representation from students, staff, and faculty.



ST. MARY'S COLLEGE OF MARYLAND STUDENT TRUSTEE REPORT

Date of Meeting: October 26, 2018

Reporter: Justin Hoobler, Student

Executive Summary:

Welcome! I am grateful to sit on this Board, as describing what I do to other students has given me plenty of opportunities to explain what the Board does for our school. At the time of writing, about six weeks have passed since school started. In a word, this report will be compact.

One significant moment began at the very end of August, and it illustrates a recurring theme for our student body: the importance of communication. As returning students attended their residence area's introductory meetings, many heard about policies for the first time that they perceived to be new. These were the Social Host Policy (residents of a unit are responsible for those who attend social functions there), the Live/Amplified Music Policy (music speakers cannot face out of a window, and live music is not compliant with noise policies), the Open Invitation Policy (social functions could not be freely open to anyone, particularly those who did not know other students at a function), and the Open Container Policy (open containers of alcoholic beverages are prohibited outdoors, per state law). Most students were familiar with the Open Container Policy and part of the Live/Amplified Music Policy, as these were publicly enforced in the past. When all these policies and the desire to enforce them consistently were announced this year, a majority of involved students did not know what was expected of them.

On September 11th, student sentiment culminated in an hours-long SGA Student Speakout, which was attended by hundreds of students in the ARC basketball arena, and live-streamed online. Dean Leonard Brown, Director Tressa Setlak, and Director Derek Young also attended. After students expressed their goals and confusions with the policies, Dean Brown hosted a smaller open meeting on September 26th to organize student responses. Generally, students felt that the policies more directly affected the positive and welcoming social environment of St. Mary's, instead of the negative risks associated with college social scenes, such as property destruction, binge drinking, and violence. As a result, Dean Brown postponed enforcement of the Social Host Policy until January of 2019, permitted two Residence Assistants to clarify the Live/Amplified Music Policy, and asked a group from Residence Life and Public Safety to create clear guidelines to help students know what to expect. At the time of writing, these guidelines are anticipated to become public in about a week.

In short, the brisk response from administration to clarify these policies is commendable. Students will be better off knowing exactly how to respect Public Safety officers and Residence Assistants. However, every student will also remember the four weeks during which policies were confusing. Faced with ambiguity and desiring to avoid trouble, many students assumed the strictest



interpretation of the policies, which presented a disappointing perception of what would happen to a proudly inclusive and creative social environment. It is my hope that the swift response will allay any potential damage done to the trust students have with their administration. Additionally, a number of students have confided with me that they wish clear compliance guidelines had been established during the summer, with the whole ordeal avoided. However, I am optimistic this opportunity can help our school communicate better in the future.

Thank you,

Justin Hoobler

**BOARD OF TRUSTEES
ST. MARY'S COLLEGE OF MARYLAND
STUDENT AFFAIRS COMMITTEE
MEETING OF OCTOBER 26, 2018
ACTION ITEM II.A.
2018 PERFORMANCE ACCOUNTABILITY REPORT**

(See appendix for supporting materials.)

RECOMMENDATION

The Student Affairs Committee recommends 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 internships, 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 of 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 thrive in 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, 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.

[illegible]

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 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 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 (47 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 (80 percent), Hispanic students (80 percent), all first generation students (78 percent) 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.
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 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%	85%	86%
Percent minority of all full-time tenured or tenure-track faculty	17%	17%	18%	17%	18%	19%
Percent women of all full-time tenured or tenure-track faculty	49%	47%	47%	51%	51%	51%
Percent minority of all full-time (non-faculty) staff	24%	23%	24%	27%	28%	29%
Percent women of all full-time (non-faculty) staff	56%	57%	54%	52%	52%	52%
Percentage of entering fall class who are transfer students	20%	21%	22%	20%	22%	22%
3-year graduation rate for all transfer students	60%	61%	53%	62%	67%	76%
4-year graduation rate for all transfer students	73%	67%	74%	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 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 SMC.
 - 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 SMC 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 SMC	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.

**BOARD OF TRUSTEES
STUDENT AFFAIRS COMMITTEE**

ACTION ITEM II.B.

REVISION TO THE QUIET HOURS POLICY

RECOMMENDED ACTION

The Student Affairs Committee recommends approval by the Board of Trustees, St. Mary's College of Maryland, of revisions to the Student Handbook, specifically with regard to the Quiet Hours Policy.

RATIONALE

The proposed changes to the policy better reflect the collective standards of students and administration and align policy with enforcement practice. A redline version of the current Quiet Hours Policy follows.

**BOARD OF TRUSTEES
ST. MARY'S COLLEGE OF MARYLAND
STUDENT AFFAIRS COMMITTEE
MEETING OF OCTOBER 26, 2018
ACTION ITEM II.B.
QUIET HOURS**

Revised Quiet Hours Policy with Track Changes

Quiet Hours, Noise (in and around the living areas, including DPC)

Quiet hours are 11:00 p.m. to 8:00 a.m., Sunday through Thursday, and on weekends (Friday and Saturday) from 1:00 a.m. to 10:00 a.m. During these hours, noise must be kept to a minimum in and around the living areas (including DPC, the athletic fields, and track). However, courtesy hours are always in effect and residents should respect the rights of others who wish to sleep or study. ~~Stereo speakers may only be directed and projected out of windows on North Campus on Friday and Saturday nights from 8:00 p.m. to 1:00 a.m. During these hours, volume must be kept at a level that shows courtesy to the surrounding residents.~~ Bands, amplifiers, and/or amplified music are not permitted in the traditional residence halls. These areas are not suited for this type of activity. Arrangements for more appropriate performance space can be discussed with the Music Department or the Office of Student Activities.

Student bands are allowed to rehearse in the suites, apartments, and townhouses Tuesdays, Wednesdays and Thursdays from 3:00 p.m. to 7:00 p.m. and Saturdays from 12:00 p.m. to 5:00 p.m.

Quiet hours are in effect for 23 hours during final exams. The one-hour "study break" is 9:30 p.m. to 10:30 p.m. nightly. ~~During final exams, residents are prohibited from band rehearsals and directing music out of windows.~~

Deleted: Stereo speakers may not be directed out the windows due to the possibility of disrupting classes. Sound equipment that violates the quiet hours policy may be removed from the resident's room. Residence hall wings may establish additional quiet hours by a two-thirds majority vote.

**BOARD OF TRUSTEES
ST. MARY'S COLLEGE OF MARYLAND
STUDENT AFFAIRS COMMITTEE
MEETING OF OCTOBER 26, 2018
INFORMATION ITEM III.A
RESPONSE TO STUDENT SPEAK OUT**

Response to student speak out, sent via email after 9/26/18 open meeting

Thanks to everyone who was able to make it to the meeting tonight. For those who were unable to attend, I will summarize my remarks and the action plan associated with the concerns that have been raised by students.

During the Student Speak Out and numerous conversations I have had with students, I heard the following concerns:

1. I heard how important the social environment on the Townhouse Green is to students. It facilitates meeting other students and is a unique component of the SMCM experience.
2. I heard how the amplified music policy negatively impacts the social opportunities on the Green.
3. I heard a lot of confusion and frustration students have with the social host policy -- when they are responsible and when they are not.
4. I heard how the open invitation policy also hinders the opportunity to hang out with each other and meet new people.
5. I heard concern about open containers on the Green and on Townhouse porches, and how that will be enforced by staff.
6. I heard you express feelings that you were not trusted and not treated as adults.
7. I heard your concern over the safety of each other and your willingness to keep each other safe.
8. I heard your frustration with communication from, and visibility of, the administration.
9. I heard you express that the student voice is not heard.
10. I heard your concern over specific issues on campus such as Title IX and the Wellness Center.

I am proposing the following plan of action to address your concerns:

- The amplified music policy has been resolved with the help of Sam Berenschot-Bucciero and Dan Belson in a manner that I think is a model for policy work moving forward. I have asked them, and they have agreed, to use the same process used for the amplified music policy to discuss the open invitation policy and the open container policy specific to open containers on porches.

- The social host policy continues to be confusing to students. Effective today, we will refrain from charging students with the social host policy until January of 2019 so that we can take this semester to discuss and clarify the policy with the community.

- I have asked a group from Residence Life and Public Safety to put in writing how the amplified music, open container, and open invitation policies will be enforced by the staff. Once that is completed, an explanation of how the policies will be made public for students.

Beyond the policy concerns, I also heard concerns about communication with administration, feelings that the student voice is not heard, a desire for increased visibility by administration, concerns about the Wellness Center and concerns about Title IX.

- For the remainder of the semester, every other week or so, I will host dialogue opportunities for students on specific topics so that we can first understand the complexities associated with the problem and define the multiple needs. Fully understanding the needs at every level will allow us to develop multiple responses and help us decide which are most feasible. The first dialogue will be held on October 3rd at 8 p.m. in Cole Cinema. The topic will be the Wellness Center. Prior to the dialogue, we will make available a fact sheet about the topic to review ahead of time for those who plan to attend. These discussions are not venting sessions. These gatherings are working sessions that will help us fully understand the diverse needs of students and begin to devise solutions that meet those needs. The dialogue on the 23rd of October will report the results from the Alcohol Survey. The discussion on November 1st will be about Title IX. My intention is that these dialogues will continue during the spring semester because these topics are complex and it will be important to have follow-up discussions about progress.

- A group of students have volunteered to help me with these dialogues. Grace Alukpe, Celeste Copay, Mia Griffiths, Jovani Llano, Jasmine Long, Grayson McNew, Richard Powell, Aissatou Thiaw, Nick True, Jada Ward, and Micaiah Wheeler will help to inform the meeting agendas for the gatherings going forward. You should feel free to contact them or myself directly if you have specific ideas.

- I am also starting sessions I call Connecting with the Dean. On Tuesdays between 3 and 4 p. m., I will be in the Daily Grind, the Pub, or the new ARC café with Connect Four. I invite you to come by to test your skills or just chat informally with me. I have already gotten commitments from President Jordan and many other administrators to join me at least once throughout this semester. The special guest schedule will be announced through my Facebook page and other venues as soon as I solidify the schedule. The Connecting with the Dean sessions may continue in the spring if there is sufficient student engagement with this opportunity.

- I also will be announcing five days in November/December where I would like to have

dinner with you and a group of your friends. I will come to your place or agreed-on location and I will pay for dinner. It could include your roommates, the executive board of your organization, your teammates, etc... up to 8 people. These dinners will also include special guests as well from the staff and faculty. An announcement of the schedule will go out via InsideSMCM on October 10th, the day we return from Fall Break. The groups that sign up will be randomly selected out of a hat to host the dinner. This initiative may continue in the spring semester if there is student engagement this semester and interest in continuing.

It is my hope that this plan conveys that you have been heard and we take your concerns seriously. If we work together through dialogue, we can make the student experience better for all students.



BOARD OF TRUSTEES
STUDENT AFFAIRS COMMITTEE
OPEN SESSION
MINUTES

Date of Meeting: May 11, 2018

Status of Minutes: Approved July 20, 2018

Committee Members Present: Carlos Alcazar, John Bell '95, Committee Co-chair Cindy Broyles '79, Peg Duchesne '77, Elizabeth Graves '95, Board Chair Sven Holmes, President Tuajuanda Jordan, Larry Leak '76, Sharon Phillips '18, Danielle Troyan '92

Committee Members Absent: Committee Co-chair Lex Birney

Others Present: Leonard Brown, Peter Bruns, Michael Dunn, Susan Dyer, Cynthia Gross, Gail Harmon, Anne Harvey-Diggs, David Hautanen, Charles Jackson, Todd Mattingly, Kortet Mensah, Gretchen Phillips, Amanda Vermeulen, Allan Wagaman '06, Michael Wick, Anna Yates

Executive Summary:

The Committee meeting was called to order at 10:40 a.m. by Committee Co-chair Cindy Broyles '79.

Vice President for Student Affairs/Dean of Students Leonard Brown presented the preliminary results from the Maryland Collaborative survey of drug and alcohol consumption on campus. The current results are consistent with those received two years ago. Also presented were the negative consequences (sexual misconduct, injuries, legal issues, harm to others, impact to self, and academic impact) associated with binge drinking and were reviewed with the Committee. The Committee agreed to continue discussion of these issues in the Fall, with the goal of developing a plan to address the issues. The Committee also requested updates be provided at future meetings.

Sharon Phillips '18 reflected on her experience as student trustee. She shared the many ways students, staff, faculty, and community members joined together in dialogue surrounding gun control. Sharon reminded the Board that Justin Hoobler '19 will assume his role as Student Trustee in the Fall. The student trustee in training is Jasmine Long '21. Jasmine was one of three students that applied for the opportunity. Trustee Broyles thanked Sharon for all she has done in her role as the Student Trustee.

Vice President Brown reviewed the Emergency Operations Plan (EOP) overview document provided in the materials. The EOP will be designed to provide guidelines, responsibilities, and effective communication during an emergency or disaster. The EOP will define the College's response to an emergency or disaster by defining planning and mitigation, response, business



continuity, and recovery/restoration. The final EOP will be presented to the Board for its requested endorsement of the completed document by the Trustees in the coming academic year.

Action Item:

III.A. Student Title IX Procedures Regarding Impact Statements

The proposed revision to the Policy on Sexual Misconduct would update the policy to address concerns recently raised during a Circuit Court hearing in Maryland. Additionally, the revisions will improve the Impact Statement process by incorporating that information into the Response to the Summary of Evidence. Title IX Director Michael Dunn shared the revised policy with members of the Title IX Team, Vice President for Student Affairs/Dean of Students Leonard Brown, the Student Government Association and its Policy Review Committee. The revisions were also communicated through Title IX Community Meetings and team conversations. All students have voiced their support for this change. The action item was approved unanimously.

Meeting adjourned at 11:27 a.m.