



**BOARD OF TRUSTEES  
CAMPUS LIFE COMMITTEE**

**REPORT SUMMARY**

**Date of Meeting:** October 14, 2022

**Date of Next Meeting:** February 3, 2023

**Committee Chair:** Danielle Troyan '92

**Committee Members:** Nick Abrams '99, Carlos Alcazar, John Bell '95, Alice Bonner '03, Peg Duchesne '77, Jesse Price '92, Brayan Ruiz Lopez '24, President Tuajuanda Jordan, Board Chair Susan Dyer

**Staff Members:** Jerri Howland and Dereck Rovaris

**Dashboard Metrics**

N/A

**Executive Summary**

**Discussion Items**

Vice President for Student Affairs

Dr. Howland will discuss new initiatives as priorities in Student Affairs for the coming year and a summary on Student Engagement.

Student Trustee Report

Brayan Ruiz Lopez '24 will present summary highlights of his Student Trustee Report.

Inclusive Diversity and Equity Update

Dr. Rovaris will discuss updates to programs in IDEAA and the continued collaboration with various campus departments.

**Information Items**

Performance Accountability Report

Approved minutes from May 13, 2022

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

**II.A. Endorsement of the 2022 Performance Accountability Report**

The Performance Accountability Report (PAR) is a report required by the State of Maryland that assesses the College's progress on a variety of goals and objectives, including academics,

enrollment, retention and graduation rates, 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



**CAMPUS LIFE COMMITTEE  
MEETING OF OCTOBER 14, 2022**

**OPEN SESSION  
AGENDA**

- I. DISCUSSION ITEMS**
  - A. Vice President for Student Affairs Report
  - B. Student Trustee Report
  - C. Vice President for Inclusive Diversity, Equity, Access and Accountability (IDEAA) Report
- II. ACTION ITEMS**
  - A. Endorsement of the 2022 Performance Accountability Report
- III. INFORMATION ITEMS**
  - A. 2022 Performance Accountability Report
  - B. Approved minutes from May 13, 2022

**BOARD OF TRUSTEES  
ST. MARY'S COLLEGE OF MARYLAND  
CAMPUS LIFE COMMITTEE  
MEETING OF OCTOBER 14, 2022  
DISCUSSION ITEM I.A.  
VICE PRESIDENT FOR STUDENT AFFAIRS**

Vice President for Student Affairs

On July 1 Student Affairs welcomed the department of Athletics and Sailing to the division. We look forward to working collaboratively with these new departments to ensure all of our programs and services represent the unique needs of our student athletes. We began the fall 2022 semester with 1,251 students living on campus (which compares to 1,249 - FA21; 909 - FA20, and 1,195 - FA19). Student Affairs is committed to recruiting talented staff to provide the best health and wellness services to our students, revising our residential life academic programming, strengthen our professional pathways courses and internship opportunities and identifying ways to add additional resources for students at risk due to personal circumstances such as, helping to fight the opioid epidemic, food insecurity, homelessness and expanding reproductive health services.

**Athletics**

The 2021-22 academic year was the most successful year in St. Mary's College of Maryland athletics history in terms of championship wins and with 202 student-athletes named to conference All-Academic teams. Men's Tennis, Women's Tennis, Women's Lacrosse and Women's Rowing all participated in the NCAA spring championship tournament with all being spring sport champions. Women's Rowing was one of quickest programs in the history of the sport to become a varsity program and then compete at championships. It was the first time Men's Tennis and Women's Tennis won conference championships. SMCM athletics finished #114 in Learfield Cup (nationwide Division III standings; highest in school history) and #1 in the United East. The department also earned 7 conference Coach of the Year awards, 8 conference Player of the Year awards, and 7 conference Rookie of the Year awards. Athletes have a record of excellence and student athlete achievement. We want to replicate this model to increase student retention across all student populations.

## Wellness Center

### Counseling and Psychological Services (CAPS)

CAPS full-time staff consists of Staff Therapist Maria Haugaard, M.A. and board-certified Art Therapist and Director, Jessica Jolly, M.S.W. who is a certified clinical social worker. In addition, Sabrina Sepulveda, a Psychiatric-Mental Health Advanced Practice Nurse is contracted for eight hours per week to provide virtual psychiatric assessments and treatment options.

Starting this fall CAPS, is providing services via telehealth and in person with Tiffany Blair, certified clinical social worker, as the new part-time community contract therapist; Maria Pagan-Toussaint A.A., a Bachelor of Social Work intern from the Salisbury University distance learning program; and Lolita Hope, M.S.W. as a Case Manager supervising preventative initiatives. Ms. Hope also facilitate the Peer Health Educators program, which is expected to return in Spring 2023.

CAPS has re-contracted with Protocall, a 24-hour counseling hotline for SMCM students that is staffed by trained professionals. In partnership with Protocall, Shrink Space, an online referral website, is available to students who are seeking a private mental health practitioner. Additionally, CAPS will continue an MOU partnership with Southern Maryland Center for Family Advocacy for 24/7 crisis response for sexual assault. Currently, three CAPS groups are being facilitated this semester on the following topics: Grief & Loss, Depression, and Mindfulness. CAPS has also partnered with the local Community Alcohol Coalition to provide sober alternative activities for students as well as provide information and education on harm reduction and prevention.

Based on data capture over the first four weeks of the semester as of September 24, 2022, CAPS had 204 total visits:

- 91**- new or returning intake assessments were completed
- 55** - individual counseling appointments were provided
- 16** - walk in counseling sessions were conducted
- 11** - urgent appointments were completed
- 18** - psychiatric assessments were attended
- 2** - medication management appointments
- 10** - group appointments were completed

It is difficult to compare these numbers to fall 2021 during the same time period, as CAPS has 3 less clinicians than last fall and most sessions were virtual due to COVID-19. However, based on the ratio between counselor to students the two counselors this fall are busier with all in-person appointments. In fall 2021 CAPS had 304 appointments total for the fall semester.

### Health Services

Health and wellness services are critical to a successful student experience. Health Services at the College's Wellness Center continues to provide quality holistic health care to all students as we enter the third school year of the COVID-19 pandemic. Students have been empowered to be

proactive in the COVID-19 fight by utilizing home testing kits, visiting Health Services websites with various CDC interactive tools to help navigate their risk, and to seek additional clinical guidance through direct care from our Health Services providers. As of 9/19/22, there was only one student in isolation for COVID-19 on campus. Students can further minimize absenteeism from class by early detection of COVID-19 by utilizing test kits distributed to all residential halls provided by the St. Mary's County Health Department, as supplies last. Health Services will continue to offer medical appointments for COVID-19 rapid antigen testing along with PCR testing through commercial laboratories. The healthcare team is also preparing our community regarding the rapidly spreading Monkeypox virus through education and testing on site for the illness. We have cultivated strong partnerships with community public health resources to aid in this endeavor.

Over the past year, Health Services has recruited top talent to fill permanent staff positions which promotes continuity of care to students and fosters trust amongst the student population. They have one full-time Nurse Practitioner, two Registered Nurses (including the Director) and one Certified Nursing Assistant (CNA). Currently, the full-time Nurse Practitioner is on family leave and her responsibilities are being covered by a contractual provider.

Health Services has purchased new medical equipment on par with what providers and students alike expect in a modern clinic. The staff has given special care and consideration into making the Wellness Center a department that is welcoming, friendly, and aesthetically-pleasing. All staff members are eager to expand programming opportunities on campus and to work collaboratively with student groups and other departments. This fall, we held our first annual Welcome Back event in collaboration with the St. Mary's County Health Department. Upcoming, they will partner with MedStar Health Connections in October to provide flu vaccination clinics on campus for students. In spring 2023, Health Services has two blood drives scheduled on campus through the American Red Cross and a 2nd annual Earth Day celebration. Our Certified Nurse Assistant is seeking training as a first aid/CPR instructor with the American Red Cross in order to expand on campus training opportunities for the RHC's/RA's. Our Registered Nurse has launched a passive Coat Drive for a local homeless shelter and Food Drive campaign for the student pantry.

## Residence Life

New students moved in on August 25, 2022, for a four-day orientation. For the third year we asked new and returning students to select a time to move-in to their residence, which continues to provide a very smooth move-in process. The Office of Residence Life also trained current students already working on campus and staff to assist with moving students into their rooms. Residence Life staff created ready to go PPE kits for students (with masks and gloves) that were available to students who needed them. This fall also marks the first year since the start of the pandemic that Residence Life is fully staffed with Resident Assistants (RAs), a sign that things are returning to some sort of normalcy. As a result of fully staffed residence halls, the Office of Residence Life has added two new internships this year to focus on *Assessment and Development* and *Residential Academic Support*.

The Assessment and Development Intern (A&D intern) is reviewing all policies and procedures in Residence Life, specifically reviewing their standard operating procedures for the student staff. The A&D Intern has also met with campus partners (mental health, physical health, title IX, bias team and public safety) to review Residence Life procedures to ensure they align with other departments. The A&D intern will assess how the policies/procedures are being understood and handled by student staff and work with professional staff to design future training modules related to them.

The Residential Academic Support Intern (RAS intern) is holding academic assistance office hours in the four traditional halls on a weekly basis. They will run monthly academic response programs geared primarily toward first year and sophomore students in all our buildings on topics such as how to register for classes, academic clubs, study abroad opportunities, etc. They will also work with the study abroad advisor, tutoring services, PASS specialists, to implement programs for the halls.

### Orientation

We welcomed over 400 new students to campus on August 25th for a four-day orientation and transfer students on August 26th for a two-day orientation. Orientation events included the 2nd St. Mary's Way Twilight Celebration, President's Book Signing, as well as sessions on staying healthy, sexual well-being, using technology, and academic advising. New students toured the campus numerous times and visited the classrooms they would be in for the first few days of classes.

### Student Government

The executive board of the Student Government Association (SGA) met in late July on campus to develop their goals for the year, which include continuing to invest SGA rollover funds to fund student initiatives, increasing communication between students and St. Mary's administration, aiding Wellness Center initiatives, increasing student engagement, and revising the SGA constitution.

### Learning Commons

Although the MAT students began using the new Learning Commons space in late July, all students were able to access the space starting on the first day of class. The space has been very popular, and we hope to expand the hours soon. The Learning Commons also features the Brew'd Awakening Cafe, proudly serving Starbucks. The cafe has also been a huge success with over 200 visitors each day. With expanded hours and student staff hired, plans are being developed to host coffee-house programming on the weekends (i.e. open mic hour).

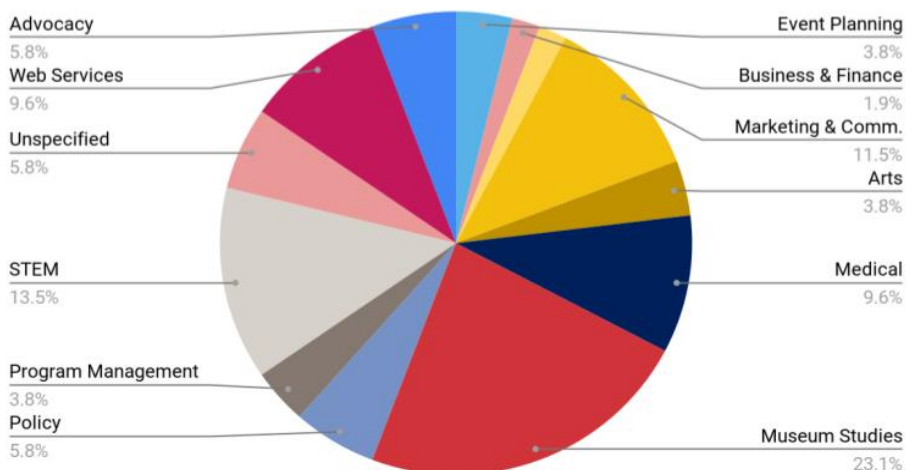
## Center for Career and Professional Development (CCPD)

### Internship Programs

CCPD hosted 57 summer internships with the largest number of interns in Museum Studies (see graph below) followed by STEM. Of the 57 summer internships, 33 were external (off-campus) internships and 24 were internal (on-campus) internships.



**Summer 2022 Internships by Field (total count: 57)**



For the FY23 Academic Year Internship Program CCPD received and approved 117 applications from departments and organizations for internships. Of the 117 fall internships opportunities, 9 are external internships and 102 are internal internships. Currently 68 are filled, 18 are in the hiring process and 31 positions are unfilled. CCPD is constantly receiving inquiries for new internships and has a waiting list of 44 applications pending approval & funding.

### CORE-P 201 Externships

There are 219 students currently enrolled in CORE-P courses taught by industry experts and all have an externship as a required component.



CENTER *for* **CAREER &**  
**PROFESSIONAL DEVELOPMENT**

Fall 2022

# CAREER WEEK

**Oct 25–Nov 1**



Tue	Oct 25	<b>Pumpkin Spice Up Your Resume</b> <small>10am–1pm • Campus Center Patio</small>
Wed	Oct 26	<b>Fair Prep Workshop</b> <small>11am–12pm • Glendening 210 Career Studio</small>
Thu	Oct 27	<b>Dress for Success Fashion Show</b> <small>7:30–8pm • Performing Arts Center Lobby</small>
Fri	Oct 28	<b>JCPenney Suit-Up Event</b> <small>4pm–7pm • JCPenney in California</small>
Mon	Oct 31	<b>Career Tip-or-Treat</b> <small>10am–1pm • Great Room</small>
Tue	Nov 1	<b>Career &amp; Internship Fair</b> <small>10am–2pm • ARC Rec Courts</small>

### Career Week

Career Week is October 25, 2022 - October 31, 2022, followed by the Career & Internship Fair on November 1. Outreach to employers and partners has begun with 36 employers confirmed attendance at Nov. 1st event and with 21 additional employers expressing interest to attend. CCPD has a new partnership with JC Penney for ***Suit Up For Success*** and are collaborating with Kelsey Bush, new Community Liaison, on creating and fostering partnerships with local community organizations and employers to cultivate new collaborations.

### Professional Pathways

The CCPD staff is partnering with faculty and staff to review and strengthen the CORE-P curriculum and assessment measures (including Kelly Neiles regarding the Chemistry CORE-P sections, Katy Arnett, Nick Tulley, and OS3 staff). The staff has also launched new faculty outreach efforts (department retreats, new faculty orientation, new adviser orientation, CITL 3i Conference) to help faculty advisors better understand the curriculum and structure of courses. There are 690 students enrolled in CORE-P courses for fall 2022. In spring 2023 CCPD will offer the CORE-P 101 & 102 sections once a week to accurately reflect the credit value and to fit into the new SMCM scheduling matrix.

## New Initiatives

### 1. Narcan

To address the opioid epidemic, Health Services is spearheading an initiative to make Narcan readily available throughout the College campus. Guidance and supplies (Emergency Opioid Boxes, Narcan, and training materials) are being provided by the St. Mary's County Health Department for use during training. Participation in the training by RHC's/RA's is voluntary and any individual who, in good faith, administers an opioid overdose reversal drug such as Narcan, is protected under MD Code, Health - General, § 13-3108 (formerly cited as MD HEALTH GEN § 13-3110, § 13-3108, immunity from liability).

### 2. Food Insecurity

Vice President Howland worked with Enrollment Management to identify potential students who may be at risk of being food insecure. Students of concern are those who live in halls with no access to prepare meals. An outreach plan is being implemented in consultation with Residence Life.

### 3. Expanding Food and Clothing Pantry

The current on-campus Food Pantry is being moved from the Campus Center to Waring Commons. The move allows for a larger space to expand to clothing items, and ease and privacy for students to enter and exit the pantry. Kelsey Bush, Community Liaison, has developed a partnership with Feed St. Mary's to provide food to the pantry and future cooking demonstrations on how best to prepare food once a suitable cooking space is identified.

### 4. Providing expanded reproductive health services

Health Services is looking to partner with a local agency to bring expanded reproductive health services on campus for men, women and transgender students.

### 5. JED Campus

Vice President Howland secured a grant to bring the JED Campus program to St. Mary's College of Maryland. JED Campus is a 4-year program initiative of the Jed Foundation. It is a collaborative process of comprehensive systems, program and policy development, pre/post assessment, site visit, development of a mental health strategic plan and ongoing support and educational resources from a dedicated Jed Campus Advisor.

Student Affairs is working to keep up the momentum by identifying student needs and realigning resources to meet those needs. When students are able to have all their needs met, they can be successful and thrive.

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CAMPUS LIFE COMMITTEE  
MEETING OF OCTOBER 14, 2022  
DISCUSSION ITEM I.B.  
STUDENT TRUSTEE REPORT**

The Fall 2022 semester has brought many transformations to the St. Mary's College Community, transformations that are developing a new social and academic climate all around campus as a result of the new performing arts center, change in COVID-19 policies, and new academic matrix.

The opening of the Dodge Performing Arts Center and adjacent Learning Commons has been a great addition to the campus. The captivating architecture and central location have unified and improved access to all parts of the college. These buildings have created a social and modern climate that is different from other parts of the college. Slowly, students are adapting to feeling like these buildings fit the St. Mary's ambiance and calling them part of our community and home. The white rocks or "beans" around this area have been a great attraction to the community; students appreciate and love them as it allows them to express their creativity whenever they interact with them.

In addition, the change in mask policy has been successful in helping students feel like their lives are returning to normal after two long years of COVID-19 anxieties. Nonetheless, the concerns around the virus persist, and some students have expressed uneasiness since COVID-19 cases have followed a pattern of slowing down and then going back up after a mutation happens and the community is not wearing masks. Students understand that St. Mary's County does not require masks and would like the college to continue having transparency regarding COVID-19 cases on campus and performing close monitoring and random testing to prevent cases from going up.

Recalling last semester, students were concerned about the new academic matrix taking away from essential class time. With already completing a third of the semester under the new matrix, the resilient and adaptive nature of the students, faculty, and staff is clearly being exhibited. Most students have found this academic matrix to be an improvement from the former. The shorter class time has aided with maintaining the attention spans at optimal levels, and the designated meeting times have made scheduling events much simpler and allowed students to take a break during the day. However, several students have also expressed concerns about feeling overwhelmed with the "engaged learning" tasks outside class. It is essential to acknowledge that St. Mary's College of Maryland is an honors College, and the challenging and scholarly rich assessments students have received have not stopped. It would be beneficial if professors could carefully review the engaged learning assigned to students and their syllabus to continue nurturing the college's mission of fostering a rigorous and innovative curriculum with experiential learning.

The college motivates students by providing several events and interactions with exceptional and diverse individuals, such as opportunities to interact with superb journalists, faculty, and student department gatherings, an insightful presidential panel, and much more. This motivation is aiding the St. Mary's College community to excel at keeping the momentum of extraordinary adaptability and accomplishments from the 2021-22 academic year. Examples of this momentum are a successful club fair with over 50 clubs present, an exciting student showcase, and excitability from the work of the recently established four pillars. Such motivation has made it possible for students to endorse the vision and core values of St. Mary's College of Maryland about intellectual curiosity, innovation, diversity, and environmental stewardship.

As the 2022-2023 Student Trustee, I aim to establish clear and transparent communication with the student body where everyone feels heard and information is being relayed appropriately and effectively. Over the past few weeks, I have met with all the Vice Presidents from each administrative unit of the college to establish streamlined communication and attended all Student Body Organization meetings. I plan on serving my community by continuously asking students for their opinions about the college climate and taking action in the student body's best interest.

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MEETING OF OCTOBER 14, 2022  
DISCUSSION ITEM I.C.**

**Vice President for Equity and Strategic Initiatives, Dereck J. Rovaris, Sr., Ph.D.  
Inclusive Diversity, Equity, Access, and Accountability (IDEAA) Report**

The mission of the Division of Inclusive Diversity, Equity, Access, and Accountability (IDEAA) is to lead campus-wide efforts to create and sustain policies, initiatives, and resources to ensure that St. Mary's College is a welcoming, transformative, and empowering institution where all students, faculty, and staff can thrive.

IDEAA has continued working with different campus units to create opportunities to support the recruitment and retention of diverse student, staff, and faculty populations.

Our initiatives and programming for the current reporting period include:

**I. Transitions and Personnel**

This year witnessed major personnel turnover in the IDEAA staff. The entire leadership team changed with the departures of: Chief Diversity Officer, Kelsey Bush; Assistant Vice President of Equity & Inclusion / Title IX Coordinator, Michael Dunn; Assistant Director of Title IX Compliance and Training, Helen Ann Lawless; and Director of the DeSousa-Brent Scholars Program, Dr. Federico "F.J." Talley. Dr. Rovaris joined the team late in the Spring semester. New and welcomed additions include, Director of Accessibility Services, Dana Kieran (April); Office Associate II (Lucille Clifton House), Joyce Jones (May); Assistant Vice President of Equity & Inclusion / Title IX Coordinator, Michelle Carter (September); and Title IX Investigator / Prevention Specialist, Dr. Christine Collins (October). The following contractual employees were hired as permanent employees in September: Coordinator of Accessibility Services, Megan Pietryka; Coordinator of DeSousa-Brent Scholars Program, Marie "Max" Keller; and Office Associate II (DeSousa-Brent), Tiffanie Holly. The remaining staff vacancies are the full-time Director of Equity Programming (Dr. Ballesteros has held the position in a part-time capacity and will return to a full-time faculty position in January) and the Coordinator of Multicultural Programming (position formerly in Student Activities).

That much transition for a small team presents quite the acclimation challenge. Nevertheless, what has been assembled, following careful observation and review, is a group that can deliver the work and that can help move the College forward. The team is experienced and committed, have already demonstrated the ability to work together and produced quality results.

## **II. Programs, Resources, and Training**

IDEAA has continued working with different campus units to create opportunities to enhance the recruitment, retention, and support of diverse student, staff and faculty populations. Through these actions, IDEAA is working toward ensuring that the campus is inclusively diverse and supportive. Some of these collaborations include:

- The Environmental Justice on the Coast Lecture Series is a partnership between IDEAA, Environmental Studies, and the Center for the Study of Democracy (CSD)
- IDEAA also collaborated with the CSD to host a lecture featuring award-winning journalist Maria Hinojosa on Tuesday, October 4<sup>th</sup> in the Recital Hall of the new Performing Arts Center. Hinojosa, author of, Once I Was You: A Memoir of Love and Hate in a Torn America, served as the inaugural speaker in the Center's Gwen Ifill Lecture Series. This new lecture series is modeled after the late Ifill's belief that a robust, independent media is critical to a democratic society. It will continue to feature ethnically diverse individuals who have made significant contributions to the social and political landscape through work in journalism and media.
- In September the College was awarded a Hunger-Free Campus Grant from MHEC. This is the first time that SMCM has received this statewide grant. This award calls for collaborative work with the Office of Student Financial Assistance, IDEAA, and Student Activities. This award will position the College to address food insecurities and hunger amongst our students and/or employees. Plans are underway to relocate the Food Pantry from the Campus Center to a more appropriate location (Waring Commons) and to provide it with new appliances to allow for better food storage (freezer and cabinets) and light food prep (microwave). The grant will provide for increased free food options, education about healthy eating on a budget, better communication of available resources, and more.
- This summer Dr. Rovaris delivered diversity training to all Resident Advisors (RA's) and Orientation Leaders (OL's) prior to new student arrival. The goal was to have the RA's and OL's ready to receive and assist the most diverse incoming class in the College's history. There were also two 2-hour DEI presentations and discussions with all first-year students (including transfers).
- A number of cultural programs have taken place this summer and the first half of the Fall semester including: DB Bridge events, Hispanic Heritage Month celebrations, LGBTQ Mixer and Orientation, Light up the ARC Freshman Welcome, and more.

## **III. Oversight and Support of IDEAA Program Areas**

### **A. Office of Accessibility Services**

The Office of Accessibility Services (OAS) continues to see an upward trend in the number of students disclosing a disability and requesting academic, housing, and/or dining accommodations. Our total registered student count is currently 438 students. Of these registered students, approximately 240 students with accommodation letters shared them with their faculty. The remaining students who did not receive accommodation letters did not request them for this semester. OAS continues to register new students through the intake process of about three to five

students a week. Registration of new students is comparable to the growth trend from previous years.

The OAS testing center has been receiving and testing students daily. We have seen an increase in testing center usage with an increase of 27% compared to this time last year. While our numbers have increased, our administrative support has decreased due to staff turnover. To have the ability to meet the student's needs, we hired three interns to help with the testing center process and work on projects that align with their interests related to the core vision and mission of the office.

In the interest of best practices and fostering collaboration across the campus, OAS is partnering with the Wellness Center to have a group therapy session just for individuals with disabilities. The group is open to any student who has registered with OAS. The group is named Advocacy, Communication, and Transition (ACT). It will provide a safe and supportive place for students to openly share concerns, discuss issues, gain specific skills and strategies to meet personal goals, and receive support and encouragement. Due to the increased number of students with mental health diagnoses, ACT will add a layer of support above and beyond the direct resources of OAS.

Continuing in the spirit of collaboration and transparent practice, the Director has met with many campus partners and faculty to discuss accommodations and practices for inclusive environments for students with disabilities. It is a true testament to the St. Mary's Way and culture that faculty and staff received this information openly and are willing to work together to make small changes that will ultimately make a big difference.

Additionally, the OAS is in the process of working on a campus accessibility audit. The audit aims to help the College better understand the areas of need for improvement and better align with both the Americans with Disabilities Act (ADA) and the expectations of a public institution. This audit will be taking place in October 2022.

Lastly, communication and presence on campus have increased by participating in the many events the St. Mary's community offers. Making OAS a visible campus office will help decrease the stigma of seeking the services and resources students with disabilities may need.

## **B. Equity Programming**

Since July, the main focus for Equity Programming has been to provide consultative, analytical and logistical leadership to the DB program given the departure of the former Director. That focus and the outstanding performance of DB staff led to a very successful bridge program and beginning of the Fall semester for the largest first-year DB class ever as well as continued support for the current and future student leaders at the College. Beyond this, Equity Programming continues to: push for the importance and necessity of equity being a part of every initiative at the College; collaborate on world class programming and College initiatives that reflect our dedication to inclusive diversity; and expand our portfolio of equitable student leadership and support programming.

## Land Acknowledgement and Pledge

Last year the IDEAA division saw a full implementation of the College's Land acknowledgement and pledge initiative. This important document is now permanently displayed on our campus, online, and required reading at all our official events. It reads:

*We acknowledge that the land on which we are learning, working and gathering today is the ancestral home of the Yacocomico and Piscataway Peoples. We also acknowledge that St. Mary's City was partly built and sustained by enslaved people of African descent. Through this acknowledgment, we recognize these communities and all those who have been displaced and enslaved through colonization.*

*Given the unique importance of the land on which we sit and given the unique educational mission of St. Mary's College of Maryland as The National Public Honors College, we pledge to continue to unearth and understand these historic realities so that they inform all our work. We also pledge to work tirelessly in making our institution more accessible, inclusive and equitable, especially for those populations most affected by societal inequities. We do this with the understanding that by supporting and learning from all our diverse communities, we build a more sustainable future for all.*

The IDEAA division continues to use the document as a guiding light. It is our goal that the spirit and promise of this important commitment becomes part of the DNA of the new Strategic Plan. We hope there are direct linkages rather than just aspirational motivation. This will make sure that our "set in stone" promise actually comes to life.

Both parts of the document were created, are meant to appear, and to be read together. It is the pledge that actually sets our acknowledgement apart by empowering ourselves to make our community more equitable and inclusively diverse.

## DeSousa-Brent Scholars Program

The DeSousa-Brent Scholars Program (DB) was established in 2007 as a first-year program to replace College 101. Its original mission was to end an institutional approach based on student deficit models, and to leverage the resiliency and cultural sophistication of historically racially underrepresented, first-generation, and low-income students, and parlay those characteristics toward success in the classroom and in leadership roles on campus. Equitable practices in the program included providing students with new laptops, providing mentoring opportunities and in-depth advising. The curriculum for the introductory course also centered on issues related to race, low-income, and disabilities in society and academia. In 2013, inspired by this innovative programing, SMCM executive leadership proposed state legislation that would fund equitable programing on campus if DB could eliminate the retention and 4-year graduation rate gaps for DB students in the 2015 cohort (that is, students enrolling in 2015). The State-legislated metrics for the program were and continue to be as follows:

*First-to-second year retention rate is at least 88%*

*First-to-third year retention rate is at least 79%*



*4-year graduation rate is at least 70%*

For almost a decade the DB program showed a steady improvement in 4-year graduation rates for its scholars, reaching a high point for the 2015 entering cohort that graduated 70% of its class in 4 years surpassing the All-student rate of the College. Thanks to that outcome the College secured funding for equitable programming from the State, with the understanding that the DB programmatic outcomes would serve as key metrics to measure ongoing support.

IDEAA oversight of DB began in May of 2021. At that time, however, the 2017 cohort of the DB program demonstrated one of its lowest graduation and retention rates ever: a 38% four-year graduation rate for DB students, compared to 58% for all students. A major factor contributing to this drop were high levels of voluntary attrition of DB students in their first and second year, for a variety of reasons including lack of academic success and curricular options. Regardless of the reason, the decline in the 4-year graduation rate is unacceptable. The 2018 cohort remained stagnant with a 4-year graduation rate of 39%. Projections for the cohort signaled toward a much larger improvement, but the program had an unprecedented number of Seniors (11) who were not able to finish on time. Thus, the program is being restructured.

Currently IDEAA is leading the DB program through an un-siloing and recalibration process to recover from its decline and to meet its retention and graduation rate goals in a more consistent manner. Beyond the restructuring, DB has returned to a closer collaboration with OS3. The program has also strengthened its relationship with IR and is using much more detailed analytics on individual student progress and overall to identify areas that need more programmatic attention or institutional support. IR is also supporting students and DB personnel through specifically timed student audits that allow DB scholars and staff to review their progress toward graduation more consistently.

The DeSousa-Brent program continues to fulfill its original leadership mission. For example, even though DB students are only 10% of the student body, over the course of ten years, five DeSousa-Brent Scholars have served as Student Trustees for the SMCM Board, with the sixth currently in training. In addition, DB scholars make up 25% of the student Residence Life staff on campus and are pivotal in other programming including peer to peer mentoring and Peer Academic Success Strategies Specialists (PASS), in which they are the majority of the specialists. Their participation in the Student Government Association is profound. Current members include: Mary Ardita '23 SGA Treasurer, Brayan Ruiz Lopez '24 Student Trustee, Imani Kayeye '23 Alumni Council Student Representative, Kimaya Brown '24 IDEAA Student Representative, Devon Crain '25 Open Housing Representative, Kenzie Zamora '23 President, Gladis Vangessel '24 Townhouse Senator, Tamani Kingsland '25 WC Senator. This Fall's election brought on Ugonna Ejekwn '26 Queen Anne Senator, Fredys Cruz Sorto '26 Dorchester Senator, and Emily Rueda '23 Class Vice President.

Our current first year cohort is made up of 61 first-years students, the largest incoming group of DB scholars to date. So far, they are having a successful first semester on campus. The DB Semester Kick-Off included 120 DB attendees to meet the new cohort. Almost half of the first-year cohort is one session away from finishing with their Study Group Requirements, a real accomplishment considering the deadline is December. Ten first-years have already identified themselves as being interested in applying to be Summer Bridge Mentors in the Spring. Connect

Mentors report that first-years are adjusting well to campus as well as requesting help and using campus resources.

DB has also supported a number of important initiatives within the new Sum Primus First-Year Experience. DB staff has provided training to Sum Primus mentors and advised a number of first-year Sum Primus students. Additionally, DB is offering support to Sum Primus first year students who have self-identified as wanting to belong to DB as well. These students have been offered additional mentoring, need-based book and laptop support, and one-on-one advising.

The DB program is collaborating closely with other stakeholders to support all current and future cohorts from Dream.org and DC-CAP students. Memoranda of Understanding initiated by Enrollment Management with these programs mandate that students participate in DB programming. This is the initial DC-CAP cohort and five of the six students are fully participating in DB programming. One has already expressed misgivings about being at the College and is feeling overwhelmed. We will continue to work closely with this individual to encourage their participation and persistence.

### **Landers Scholars Program**

The Landers Scholars Program was established in 2018 by The Arthur E. Landers, Jr. and Hilda C. Landers Charitable Trust. Currently, 14 students are provided fully funded 4-year scholarships, including 4-year mentoring and community service opportunities. Twelve of the Landers Scholars are also DeSousa-Brent Scholars. All four students of the 2018-19 Landers Scholars cohort who enrolled at the College in 2018 graduated in 4-years and participated in the graduation ceremony in May 2022. Two students from the 2019-20 cohort have left the college for medical and personal reasons, respectively. The two remaining students from this cohort will graduate in 4-years and participate in the May 2023 Commencement exercises. All subsequent cohorts have retained all four students and are on schedule to graduate in four years. Our experience with Landers Scholars seems to indicate that when underrepresented students are supported financially, go through a selective, rigorous admittance process, and receive programming that was tested as part of the DB program, they excel at the College.

### ***Sum primus*: First Generation Student Programming**

In collaboration with the Vice President for Student Affairs, the office of Equity Programing has refined and evolved *Sum primus*, Latin for “I am first” into a four-year program specific for first-generation students. The program seeks to increase retention and four-year graduation rates for students who will be the first in their immediate families to graduate from a four-year degree program. As part of the *Sum primus* program, IDEAA staff developed a virtual panel discussion showcasing successful first-generation students, faculty, and staff, hosted an end-of-year *Sum Primus* gathering. In October IDEAA launched a peer-to-peer mentoring program between students, staff, and faculty. Beyond the *Sum Primus* First-Year class, over 54 students, staff, and faculty members have registered to be mentees or mentors. IDEAA will also integrate alumni mentors into the program during the Spring 2023. Beyond increases in retention and graduation rates, in collaboration with Academic Affairs, the Center for Career and Professional Development and International Education, *Sum primus* programming will provide students more access to high-impact experiential practices as well as professional networking that will lead to career placement opportunities.

### **C. Office of Title IX Compliance and Training**

**Note:** As previously mentioned, Michelle Carter began her role heading up the Office of Title IX in September. Following Mr. Dunn's July departure, VP for Student Affairs, Dr. Jerri Howland served as Interim Title IX Coordinator July 7<sup>th</sup> - Sept. 11<sup>th</sup>. We are extremely grateful to Dr. Howland for stepping in and continuing the very time-consuming Title IX work while also fulfilling her Student Affairs responsibilities.

#### **Bias Prevention and Support**

The Bias Prevention and Support Team complements and works with other campus entities to connect students, faculty, and staff who have been affected by bias-related incidents to the appropriate support and resources. As of September 28<sup>th</sup>, the Bias Prevention and Support Team received one report during the Summer 2022 and 11 reports during the Fall 2022 semester through September 28<sup>th</sup>.

- Two (2) reports involved the conditions of open housing,
- Four (4) reports involved homophobic/transphobic comments,
- Two (2) reports involved instances in which trans students' deadnames were used incorrectly in College processes,
- Three (3) reports involved racist jokes or comments, and
- One (1) report involved comments related to ability.

#### **Title IX Reporting**

The Office of Title IX Compliance and Training received three reports during summer 2022 and seven reports in the fall 2022 semester through September 28, 2022.

The summer 2022 reports involved the following kinds of issues:

- Sexual harassment (1)
- Sexual assault - unknown (1)
- Non-consensual sexual contact (1)

The fall 2022 reports through September 28<sup>th</sup> involved the following kinds of issues:

- Non-Title IX issues (3)
- Sexual harassment (3)
- Stalking (1)

#### **MHEC Report**

MHEC requires biannual reporting of detailed information about Title IX reports. The most recent report was submitted June 1, 2022. The incident report was resubmitted on July 5, 2022, because the form itself had omitted one category.

## **Trainings**

On Friday evening, September 23<sup>rd</sup>, the Office of Title IX conducted a “Bringing in the Bystander”, Title IX training. Title IX Intern Hailey Findley led a lively discussion/training on how to step up and help when sexual assault or harassment is happening or about to happen.

For three consecutive nights, September 27-29, the Title IX Office hosted several trainings from A Call to Men, a grant-funded sexual violence prevention programming, to approximately 205 students, faculty, and staff. The discussion-based programming focused on healthy manhood, violence prevention, consent, trauma, and healing.

Get Inclusive Online Training launched for new students on June 1. This is a comprehensive course that covers mandatory alcohol and sexual harassment prevention training as well as the diversity and belonging training. All incoming students were required to complete this training.

## **IV. Campus Partnerships to Recruit and Retain Inclusively Diverse Students and Faculty**

### **A. Ross Fellows**

VP Rovaris, Interim Provost Katie Gantz jointly met with the two current fellows, Dr. Brian Smithson, Anthropology and Dr. Nayantara Kurpad, Psychology, regarding their current goals as Ross Fellows and ways to better recruit and market the program. Future meetings and collaborations are planned.

### **B. Faculty Senate IDE Committee / Campus Climate Survey**

IDEAA has worked closely with the *ad hoc* Faculty Senate IDE Committee. The committee has been charged with looking into gender equity at the College and has consulted with the office about surveying the faculty on issues of equity. The committee, in consultation with IDEAA, Institutional Research, and Interim Provost Dr. Gantz selected a HEDS (Higher Education Data Sharing Consortium) campus-wide diversity and inclusion survey utilized by a host of other campuses. This survey is currently being administered and it is hoped that the results/analysis will be made available in November.

### **C. HHMI Inclusive Excellence Learning Community**

The Director of Equity Programming served as a consultant in helping the College develop inclusive learning practices that will be supported and implemented with the Howard Hughes Medical Institute grant. IDEAA has worked with the Office of Institutional Research, to develop and implement a tool to measure achievement gaps in the LEAD core curriculum. These data will inform new teaching and learning practices to make learning more accessible and equitable at the College.

### **D. Work With Enrollment Management**

Monthly meetings with Enrollment Management (EM) began in June to help develop collaborations between EM and IDEAA. The ultimate goals are to better recruit a more diverse and inclusive freshmen class as well as to better retain the current students from varied backgrounds. Two new opportunities to help recruit and retain underrepresented students became

apparent: 1) assist with hiring the new Associate Director of Admission for Inclusion and Strategic Partnerships and, 2) leverage the relationship between the College and the National Hispanic Institute's Lorenzo de Zavala Youth Legislative session (see VP Hautanen's report in the AFA Committee materials for details regarding this program).

**BOARD OF TRUSTEES  
ST. MARY'S COLLEGE OF MARYLAND  
CAMPUS LIFE COMMITTEE  
MEETING OF OCTOBER 14, 2022  
ACTION ITEM II.A.  
ENDORSEMENT OF THE 2022 PERFORMANCE  
ACCOUNTABILITY REPORT**

**RECOMMENDATION**

The Campus Life Committee recommends that the Board of Trustees approve the 2022 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 rates, 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. Analysis of Goals and Objectives

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

Objective 1.1: For two of the past four years, SMCM has met the target of 100% of graduates completing at least two high-impact practices (HIP), and reached 99% and 95% in the other two years. The goal of 80% completing at least three HIPs has been met for three of the past four years. It is likely that the lack of international and experiential opportunities during the pandemic is a major reason for these recent decreases. This year, 97% of students completed at least two HIPs and 76% completed at least three HIPs – small but promising increases from last year. SMCM is actively working to increase HIP opportunities for all students, particularly internships, research experiences, and international experiences as part of the [Honors College Promise](#). We are confident that moving forward, we will resume meeting these goals.

*Peer Benchmarks:* The National Survey of Student Engagement (NSSE) releases annual benchmarks regarding the completion of HIPs among graduating seniors at institutions participating in the survey. For the Class of 2021, SMCM's rate of 95% of students completing at least two HIPs far exceeds the national average of 84% of students at participating Carnegie Baccalaureate Arts & Sciences institutions. (Source: NSSE)

Objectives 1.2 and 1.3: SMCM is committed to offering a rigorous curriculum taught by qualified faculty. For the past five years, SMCM has met or exceeded the targeted percent of full-time faculty who have terminal degrees. Although the percentage of credit hours taught by full-time faculty has declined slightly over the past two years, full-time faculty still teach the great majority of undergraduate credit hours. Further, the rise of part-time faculty is largely due to SMCM's engagement of expert practitioners in a variety of fields to teach courses in the professional pathways sequence, part of the recently (2020) instituted LEAD curriculum. Students benefit from studying with these professionals while still taking the majority of their traditional coursework with full-time faculty. Finally, the undergraduate student-faculty ratio has been between 9:1 and 10:1 for the past five years, well below (better than) the target of 12:1.

*Peer Benchmarks:* According to the most recent available data (Fall 2020), SMCM has by

far the lowest student-faculty ratio (9:1) among the traditional four-year public institutions in Maryland, which average 15:1. The SMCM student-faculty ratio is second lowest (after New College of Florida at 6:1) among COPLAC institutions, which average 14:1; and is on par with Maryland private institutions, peer institutions, and aspirant institutions, which range from 7:1 to 15:1 (average = 10:1). (*Source: IPEDS Data Center*)

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

Objective 2.1: The target for the percentage of incoming students who identify as students of color was reset this year to 33%. In FY22 (Fall 2021), SMCM recruited a first-year class with 31% students of color – just below this new target, but still a substantial improvement from about a decade ago when the percentage averaged only 20% (data not shown). Entering class targets were exceeded for first generation college students (for the fifth consecutive year) and for the out-of-state population. The latter measure has slowly been rising and is expected to hold steady just above the target of 10% for the next few years. High school academic performance of the entering class remains strong; the average GPA of incoming students has steadily improved to its current ten-year high and is projected to improve even more with the next entering class.

Objective 2.2: Both four-year graduation rates (Fall 2018 cohort graduating by Summer 2022) and six-year graduation rates (Fall 2016 cohort graduating by Summer 2022) were below targets for all groups. Note that four-year and/or six-year targets for students of color, African American students, first generation students, and Pell recipients were reset to aspirational levels to reflect SMCM's commitment to narrowing equity gaps in student success. SMCM will focus on providing all students with resources and strategies to support timely graduation, with particular emphasis on students from these historically underrepresented and/or marginalized groups. We know that reaching certain early academic milestones is crucial for students to make timely progress toward their degree, and we will explore additional ways to communicate and support the attainment of these milestones to students, faculty advisors and academic support staff. In addition, we will continue to offer online courses during both Summer and Winter sessions to provide students with a convenient means of earning additional credits in between traditional semesters. We will consider how best to make Winter and Summer session offerings applicable and accessible, particularly to students who may have financial challenges paying for classes during an extra term.

Finally, about 15% of departed first-year students over the past several cohorts have transferred out to two-year institutions, according to data from the National Student Clearinghouse. We are considering how best to reach out to these students regarding the possibility of reverse transfer, encouraging them to return and complete their baccalaureate degree at SMCM. The continued development and implementation of targeted, program-specific articulation agreements with many Maryland community colleges is expected to facilitate such reverse transfer efforts.

*Peer Benchmarks:* Based on the most recent comparison data available (FY18), SMCM's overall four-year graduation rate (63% for the 2014 entering cohort) exceeded those of other institutions belonging to the Council of Public Liberal Arts Colleges (COPLAC) and other Maryland public four-year institutions, as well as Maryland private institutions and SMCM's peer institutions, many of which are private. The average four-year graduation rate at aspirant institutions (all private) represents a benchmark well above our target. As



shown below, SMCM's four-year graduation rates for African American students, Hispanic students, and all students of color combined were nearly all at or above the corresponding rates at other COPLAC, Maryland public, and Maryland private institutions. Benchmark four-year graduation rates for Pell recipients are not available. (*Source: IPEDS Data Center*)

Four-Year Graduation Rates, FY18 (Fall 2014 cohort)					
Institution(s)	N	Overall	Students of Color	African American	Hispanic
<b>SMCM</b>	<b>1</b>	<b>63%</b>	<b>59%</b>	<b>46%</b>	<b>68%</b>
COPLAC	28	41%	34%	28%	38%
MD Public	11	30%	26%	24%	29%
MD Private	9	57%	49%	51%	48%
Peer	12	66%	63%	62%	63%
Aspirant	6	87%	84%	82%	83%

For six-year graduation rates, the most recent comparison data available (FY20) reveal that SMCM's overall rate (72%, for the 2014 entering cohort) exceeded that of other COPLAC and Maryland public and private institutions, and neared that of (primarily private) peer institutions. SMCM's six-year rate for nearly all demographic groups examined (students of color, Hispanic students, Pell recipients, need-based aid recipients) also exceeded those at other COPLAC, Maryland public, and Maryland private institutions. Notably, the six-year graduation rate for Hispanic students at SMCM was at or well above all other groups except aspirant institutions. (*Source: IPEDS Data Center*)

Six-Year Graduation Rates, FY20 (Fall 2014 cohort)							
Institution(s)	N	Overall	Students of Color	African American	Hispanic	Pell	Need-Based Aid
<b>SMCM</b>	<b>1</b>	<b>72%</b>	<b>67%</b>	<b>51%</b>	<b>74%</b>	<b>62%</b>	<b>68%</b>
COPLAC	28	53%	48%	42%	53%	48%	50%
MD Public	11	51%	48%	49%	48%	46%	47%
MD Private	9	65%	58%	61%	55%	58%	62%
Peer	12	74%	72%	72%	74%	72%	73%
Aspirant	6	91%	89%	87%	88%	89%	91%

**Objective 2.3:** The second year retention rate continues to fluctuate, rising slightly to 85% in FY22. While still not meeting the target, this year's retention rate still exceeds many benchmarks (see below).

*Peer Benchmarks:* Based on the most recent data available (FY20), SMCM's first-to-second year retention rate in that year (83%) exceeded those of other public liberal arts colleges (COPLAC institutions, average = 73%), Maryland public four-year institutions (average = 76%), Maryland private institutions (average = 75%), and peer institutions (average = 83%), many of which are private. Retention rates at private aspirant institutions averaged 90% in FY20, matching SMCM's aspirational target and underscoring how

important it is to remain competitive with those institutions. (Source: IPEDS Data Center)

Objective 2.4: SMCM continues to work to maintain a diverse faculty and staff. Gender parity was once again achieved for both faculty and staff in FY22. Racial and ethnic diversity targets were reset to 33% this year to match the goal for diversity of the student body. SMCM has a long way to go to meet this goal in the faculty, but efforts to advance cluster hiring and diversify search processes this year are expected to assist with meeting the target in coming years. The percent of staff who are people of color is on track to meet the target within the next few years.

Objective 2.5: SMCM has met or exceeded the target of an entering class that contains 20% transfer students for the past seven years, but the percentage fell to 17% in FY21 and 18% in FY22. This is likely related to the challenges of recruiting transfer students during the coronavirus pandemic in 2020 and 2021. We will continue to focus on recruiting a strong incoming class of transfer students.

Objective 2.6: Among transfer students, both the three-year graduation rate (64%, Fall 2019 entering students graduating by Summer 2022) and four-year graduation rate (74%, Fall 2018 entering students graduating by Summer 2022) well exceeded the targets of 60% and 70%, respectively. Moreover, analysis of current transfer students' degree progress suggests that these graduation rates will remain high over the next two years. Continued development and refinement of articulation agreements with Maryland two-year institutions will facilitate transfer students' timely progress toward the baccalaureate degree.

*Peer Benchmarks:* Benchmark information for transfer student four-year rates is available from IPEDS, but with quite a delay. The most recently available data is from transfer students who entered during 2012-13 and graduated by 2016. In that year, SMCM's four-year graduation rate for transfer students (73%) was the highest among Maryland public four-year institutions, and exceeded the average for this group (51%) as well as for COPLAC institutions (51%), Maryland private institutions (62%), and peer institutions (69%). Transfer students at aspirant institutions averaged a 90% four-year graduation rate. (Source: IPEDS Data Center)

### **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: Both four-year and six-year graduation rates among students receiving need-based aid (Pell grant or Stafford loan) were low this year, similar to other cohort groups as discussed above for Objective 2.2. Given the particularly sensitive financial situation of students receiving need-based aid, this gap warrants increased attention. On the other hand, the leading indicator of retention to the second year was substantially above recent levels at 87% this year, even higher than the all-student level.

*Peer Benchmarks:* Similar to findings for graduation rates among Pell recipients, SMCM's six-year graduation rate for students receiving need-based aid (68% in FY20, most recent

comparison data available) was well above that of other COPLAC institutions (50%), Maryland public institutions (47%), and Maryland private institutions (62%), and approached the FY20 rate at peer institutions (73%). The six-year graduation rate for recipients of need-based aid at aspirant institutions was 91%, matching 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: Community service participation in FY21 did not meet the target for the third time in five years after many years of consistently higher levels, likely due to ongoing effects of the pandemic persisting through 2022. Internship participation rose slightly to just above the target of 45% of graduates, and is expected to grow over the next few years as students move through the professional skills component of the LEAD curriculum. With regard to six-month post-degree outcomes, while the six-month employment rate (61%) was below the target for the Class of 2021, it increased above both Class of 2019 and Class of 2020 levels. In addition, the six-month continuing education rate (35%) continues to be substantially above the target, suggesting that SMCM graduates who are not employed are choosing to continue their education instead. In support of this interpretation, the overall Career Outcomes Rate (rate of graduates with a “positive career outcome”, such as employment, continuing education, fellowship, or service experience) for the SMCM Class of 2021 was an outstanding 97%.

*Peer Benchmarks:* Benchmarks for the six-month employment and continuing education rate come from the nationally administered First Destination Survey, and are for Carnegie Baccalaureate Arts & Sciences institutions. For the Class of 2020, the most recent data available, SMCM’s employment rate was 53% and the national rate was 65%, while SMCM’s continuing education rate was 34% and the national rate was 21%. The total Career Outcome Rate for SMCM was 91%, matching the national rate. Again, these numbers support the interpretation that SMCM graduates are just as successful as college graduates nationwide, and are more likely than similar college graduates nationwide to choose to continue their education (rather than enter the job market) just after graduation. (*Source: National Association of Colleges and Employers (NACE) First Destinations for the Class of 2020 Report*)

**B. Response to Commission Assessment**

**What is the biggest challenge your institution faces as it attempts to equitably meet the goals, objectives, and performance measures in the 2017-2021 State Plan for Postsecondary Education?**

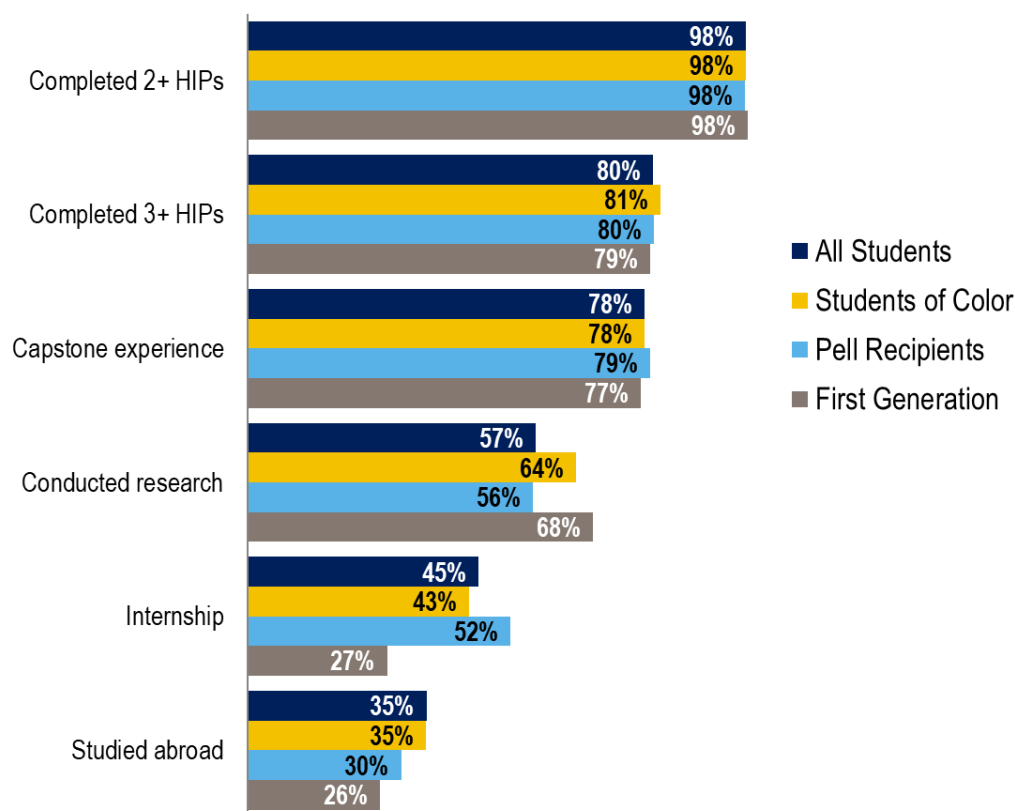
SMCM is committed to supporting the State’s goals of access, success, and innovation, all three of which figure prominently in our mission statement. We are proud to offer a rigorous liberal arts education with a low student-to-faculty ratio at a fraction of the cost of small private liberal arts colleges, our closest programmatic peers. Our identity as the National Public Honors College underscores our commitment to provide access to a quality education. However, our biggest challenge in meeting these goals is resources, both financial and human capital in nature. Attracting and retaining high-quality faculty and staff, particularly employees of color, has been

a growing challenge for us in recent years as we struggle to offer competitive salaries. Our rural location can also be a challenge in recruiting faculty. Further, while our cost is low compared to similar private institutions, tuition is currently higher than other public four-year institutions in Maryland, providing a challenge for equitable access. As a result, we have committed to freezing tuition for the next 10 years. The funding support provided by the State of Maryland has been instrumental in allowing us to implement this long-range strategy to maximize access. As a tuition-driven institution, we will continue to focus on growing enrollment to expand our available resources; the increased incoming class sizes over the last three years suggest that these efforts have been successful thus far.

**Has your institution used disaggregated data to identify equity issues in students' educational opportunities and outcomes? If so, how has this disaggregation of data provided insight into your institution's educational equities and inequities? If not, what data has been used to understand student outcomes?**

SMCM routinely examines disaggregated data to assess the equity of student success. Recently, we have been pleased to discover that there is widespread equity among the completion of high-impact practices (HIPs) by our graduates. HIPs include first-year seminars, internships, international experiences, learning communities, research with faculty, experiential coursework, and senior capstone experiences. As shown below, students of color, low-income students (Pell recipients), and first generation students are completing many of the same high-impact practices at the same or even higher rates than the general student population. Notable exceptions are seen in the lower rates of internships and international experiences (study abroad) among first generation students. These are more expensive experiences for students, both in terms of actual financial cost and loss of other income opportunities. As a result, we are exploring mechanisms to provide additional funding and access to these experiences, for example by greatly expanding our offerings of on-campus paid internships during the semester and by increasing scholarship opportunities for students who wish to study abroad. These strategies will be particularly important as we have recently implemented the Honors College Promise, which guarantees every student the opportunity for an internship, international experience, or collaborative research or creative experience. The newly expanded Sum Primus ("I am first") program for first generation students, coordinated by the Center for Career and Professional Development, will also be instrumental in encouraging and preparing more first generation students to participate in these high-impact practices before graduation.

### Equity in High-Impact Practices (HIPs) at SMCM (4-yr average)



As discussed in the Analysis of Goals and Objectives section above, we have also observed inequities in our four-year and six-year graduation rates. We have implemented multiple programs and initiatives to address these gaps in degree completion. The DeSousa-Brent Scholars Program is a long-running leadership program designed to support and enhance students' experiences from before matriculation (via a Summer Bridge program) through their degree completion. The Landers Scholars Program provides four years of full funding, mentoring, and service opportunities to first generation and other underrepresented students, especially students from the Baltimore area. And as discussed above, the Sum Primus program provides pre-matriculation support for first generation students, as well as continuing social support and networking with other first generation students, faculty and staff (including President Tuajuanda Jordan). Faculty, staff and students are regularly informed and reminded about the importance of meeting first- and second-year academic milestones, as discussed above, which are particularly impactful for students from historically underrepresented and/or marginalized groups. In addition to these student-based programs, recent changes in faculty and staff organizational structures reflect our commitment to addressing equity gaps. The Center for Inclusive Teaching and Learning (CITL), founded in 2019, supports faculty professional development with a strong focus on inclusive teaching practices. The campus diversity office was reorganized and expanded in 2020 to become the Division of Inclusive Diversity, Equity, Access, and Accountability. An ad hoc committee of the Faculty Senate devoted to Inclusion, Diversity, and Equity was established in May 2021. And finally, a two-year cluster hire initiative, the Ross Fellows program, began in Fall 2021 to actively seek out faculty with scholarly and pedagogical experience centered on diversity and inclusion.

# St. Mary's College of Maryland

## MISSION

St. Mary's College of Maryland (SMCM) is Maryland's honors college, a selective, public liberal arts college—a vibrant community of scholars and learners. We foster a rigorous and innovative curriculum; experiential learning; scholarship and creativity; close mentoring relationships; and a community dedicated to honesty, civility, and integrity. We are committed to diversity, access, and affordability. Our students, faculty and staff serve local, national, and global communities and cultivate and promote social responsibility.

## VISION

St. Mary's College of Maryland will increasingly serve as the liberal arts college of choice for intellectually ambitious students, faculty, and staff from diverse backgrounds, attracted by a rigorous, innovative, and distinctive curriculum that integrates theory and practice; a talented, professionally engaged, and student-centered faculty and staff; and a strong infrastructure. Students will be part of a collaborative learning community that embraces intellectual curiosity and innovation, the power of diversity, and the College's unique environment. Our graduates will thrive as responsible and thoughtful global citizens and leaders.

## KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

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

- Obj. 1.1** All graduating students will participate in at least two high-impact practices, and at least 80 percent of the graduating class will participate in at least three high-impact practices. High-impact practices are defined by the Association of American Colleges & Universities (AAC&U).
- Obj. 1.2** Maintain a full-time faculty of which 98 percent have terminal degrees. Maintain the proportion of undergraduate credit hours taught by full-time faculty at 88 percent annually.
- Obj. 1.3** Maintain an environment that promotes individual contact between faculty and students by maintaining a student-faculty ratio of no more than 12 to 1.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Percent of the graduating class successfully completing at least two high-impact practices	100%	100%	99%	95%	97%	100%	100%
Percent of the graduating class successfully completing at least three high-impact practices	86%	87%	82%	72%	76%	76%	80%
Percent of all full-time faculty who have terminal degrees	99%	98%	98%	98%	97%	98%	98%
Percent of undergraduate credit hours taught by full-time faculty	89%	88%	87%	82%	80%	82%	85%
Undergraduate student to faculty ratio	10:1	10:1	9:1	9:1	10:1	10:1	10:1

# 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: Average high school grade point average (GPA) of at least 3.40 (4 point scale), Black, Indigenous, and Person of Color (BIPOC) student enrollment of at least 33 percent, out of state student enrollment of at least 10 percent, students from first generation households enrollment of at least 20 percent, and Pell Grants disbursed during their first semester student enrollment of at least 20 percent.

**Obj. 2.2** Achieve and maintain 4-year graduation rates for all students (70 percent), all BIPOC students (65 percent), African-American students (65 percent), Hispanic students (70 percent), all first generation students (65 percent), and all students with a Pell Grant disbursed during their first semester (65 percent). Achieve and maintain 6-year graduation rates at 80 percent for all students and all student subgroups, including BIPOC students, African-American students, Hispanic students, first-generation students, and students with a Pell Grant disbursed during their first semester.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Average high school GPA	3.33	3.38	3.38	3.44	3.45	3.49	3.49
Percent of entering first year class who identify as BIPOC students	27%	25%	33%	31%	31%	31%	33%
Percent of entering first year class who originate from outside of Maryland	9%	7%	6%	9%	11%	12%	12%
Percent of entering first year class from first generation households	25%	21%	23%	25%	21%	25%	25%
Percent of entering first year class receiving Pell Grants disbursed during their first semester	20%	17%	22%	24%	18%	20%	20%
Four-year graduation rate for all students	63%	64%	60%	58%	60%	59%	65%
Four-year graduation rate for BIPOC students	59%	52%	49%	44%	41%	52%	53%
Four-year graduation rate for African-American students	46%	51%	48%	38%	37%	39%	49%
Four-year graduation rate for Hispanic students	68%	53%	44%	44%	42%	56%	61%
Four-year graduation rate for all first generation students	59%	60%	53%	44%	57%	45%	52%
Four-year graduation rate for students with a Pell Grant disbursed during their first semester	55%	60%	58%	43%	58%	49%	58%
Six-year graduation rate for all students	80%	77%	72%	73%	71%	68%	71%
Six-year graduation rate for BIPOC students	72%	69%	67%	64%	60%	53%	56%
Six-year graduation rate for African-American students	56%	70%	51%	69%	59%	41%	45%
Six-year graduation rate for Hispanic students	81%	70%	74%	58%	50%	52%	63%
Six-year graduation rate for all first generation students	85%	69%	64%	71%	63%	59%	67%
Six-year graduation rate for students with a Pell Grant disbursed during their first semester	84%	69%	62%	76%	65%	49%	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 goals for full-time faculty and staff will be: 33 percent BIPOC and 50 percent women.

**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.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
First to second-year retention rate	87%	82%	85%	83%	85%	83%	85%
Percent BIPOC of all full-time tenured or tenure-track faculty	17%	16%	14%	15%	18%	20%	22%
Percent women of all full-time tenured or tenure-track faculty	51%	51%	52%	51%	50%	50%	50%
Percent BIPOC of all full-time (non-faculty) staff	27%	29%	27%	27%	30%	31%	32%
Percent women of all full-time (non-faculty) staff	52%	57%	57%	57%	58%	58%	58%
Percentage of entering fall class who are transfer students	20%	22%	21%	17%	18%	17%	17%
3-year graduation rate for all transfer students	56%	62%	69%	68%	64%	62%	71%
4-year graduation rate for all transfer students	71%	74%	69%	74%	74%	73%	67%

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

**Obj. 3.1** 72 percent of entering first-year student need is met by awarding any need-based aid.

**Obj. 3.2** Support persistence to graduation of students receiving need-based aid at entry. Achieve and maintain first-to-second year retention rates at 90 percent, four-year graduation rates at 70 percent, and six-year graduation rates at 80 percent for students receiving need-based aid in the first semester.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Average percent of first-time full-time degree-seeking student need met by awarding need-based aid	75%	73%	78%	84%	78%	78%	78%
First-to-second year retention rate for students receiving need-based aid in the first semester	80%	80%	81%	79%	87%	85%	87%
Four-year graduation rate for students receiving need-based aid in the first semester	61%	59%	56%	54%	54%	48%	60%
Six-year graduation rate for students receiving need-based aid in the first semester	81%	78%	68%	69%	64%	64%	64%



# St. Mary's College of Maryland

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

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

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

**Obj. 4.3** The rate of employment within six months of graduation will be at least 67 percent.

**Obj. 4.4** The rate of continuing education (at any level) within six months of graduation will be 25 percent.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Percent of graduating seniors who will have performed community service while at SMCM	71%	69%	63%	50%	39%	45%	55%
Percent of graduating seniors who fulfilled a paid or unpaid internship	41%	40%	45%	44%	47%	48%	50%
Employment rate of graduates within six months of graduation	67%	62%	58%	53%	61%	61%	61%
Percent of graduates continuing their education (at any level) within six months of graduation	23%	28%	30%	34%	35%	35%	35%



## **BOARD OF TRUSTEES CAMPUS LIFE COMMITTEE**

### **MINUTES**

**Date of Meeting:** May 13, 2022

**Status of Minutes:** Approved July 14, 2022

**Campus Life Committee Members Present:** Committee Chair Danielle Troyan '92, Nick Abrams '99, Student Trustee Joshua Ajanaku '22, Carlos Alcazar, John Bell '95, Alice Bonner '03, Peg Duchesne '77, Board Chair Susan Dyer, President Tuajuanda Jordan

**Staff Members:** Jerri Howland, Kelsey Bush '94

**Others Present:** Betsy Barreto, Anirban Basu, Allison Boyle, Peter Bruns, Donny Bryan '73, Jeff Byrd, Paula Collins, Carolyn Curry, Mike Dougherty, Michael Dunn, Judith Fillius '79, Katie Gantz, Elizabeth Graves '95, David Hautanen, Melanie Hilley '92, Sven Holmes, Kristina Howansky, Glen Ives, Brayan Ruiz Lopez '24, Doug Mayer '04, Scott Mirable, Paul Pusecker, Dereck Rovaris, Shanen Sherrer, William Seale, Ray Wernecke, John Wobensmith '93, Anna Yates, Derek Young '02

### **Executive Summary**

Committee Chair Danielle Troyan '92 called the meeting to order at 10:40 a.m. Attendees participated both in-person and via videoconference.

### **Discussion Items**

#### **Vice President for Student Affairs Report**

Spring 2022 semester was a productive time for the Division of Student Affairs. The Center for Career and Professional Development (CCPD) hosted its most productive Career and Internship Fair to date. The Student Life Office (SLO) along with the Student Government Association (SGA) produced 149 events. The Wellness Center (WC) dealt with staffing shortages and recruitment challenges while continuing COVID-19 testing and addressing student health needs.

Student Affairs met a goal of drafting a new mission statement to define who they are, what they do, and why they do it. During the summer each unit will design an assessment plan to measure their effectiveness in meeting the mission which will lead to an annual assessment plan that will be reported on each year.

This fall Student Affairs will launch the Sum Primus Living Learning Community (LLC) for first-generation college students in Caroline Hall. In addition, a 7-day pilot Sum Primus summer bridge program is being planned in collaboration with the DeSousa Brent summer program in Queen Anne Hall.

The Center for Career and Professional Development had over 40 employers participate in their Career & Internship Fair with a total of 259 students attending. Based on the data, this was the most productive fair since 2019. Planning is currently underway for the next scheduled fair to take place in September 2022. With the CCPD department fully staffed, the focus is on a complete analysis of the professional pathway courses (CORE-P classes) and professional fellowship program (internships). A summary of each class was provided in the Vice President for Student Affairs report.

Through Student Life, 149 events were produced by clubs and organizations for the spring semester. Two major events were Step Afrika and the Yung Gravy Concert. Yung Gravy's concert drew over 800 students and was the first large-scale concert in years. The Student Government Association was very active funding student-based initiatives and creating opportunities for the campus community to engage with each other. They passed major funding legislation which included: vans for the club fleet, construction of a podcast studio, and the Yung Gravy concert during the spring semester. SGA approved five new clubs for the upcoming year as well. Senior Class Officers along with the Office of Alumni Relations hosted the 50 Days (*to Graduation*) event which also included a beach day, movie night, and the Senior Gala.

The Wellness Center assisted students with physical and mental health needs. On the health services side, there are currently an assistant director, office manager, two full-time RN's and one full-time nurse practitioner (NP) to handle physical health needs. The assistant director and office manager oversee COVID-19 testing and contact tracing for students. The counseling services side consists of two full-time staff counselors and one part-time psychiatric NP (tele counseling) who offer in person and tele-mental health care via HIPAA compliant Zoom sessions. Appointments for urgent or walk-in needs were also offered. The most common concern for St. Mary's College of Maryland students was depression followed by anxiety. Student Affairs is working with administration to provide the resources needed to hire additional staff in Counseling Services including a Health Educator.

#### Student Trustee Report

Joshua Ajanaku finished his tenure as Student Trustee at his last Board Meeting on May 13<sup>th</sup>. He set three goals at the beginning of this term: service leadership, transparency, and community service, all of which he completed. He successfully created the Coalition of Campus Leaders (CCL) which has aided in bridging the gap between various groups on campus and encouraged students to be engaged in conversations regarding school policies. He met regularly with the Student Government Association (SGA) President keeping her updated on relevant college policies and issues that were brought to his attention. And he was involved in numerous acts of service to the St. Mary's College of Maryland community. During his last semester Joshua was exploring the option of a shuttle service for students and their families that would run to and from the Baltimore/DC area on weekends. Joshua hopes the incoming Student Trustee will further explore bringing a shuttle to campus in the upcoming semesters.

#### Inclusive Diversity, Equity, Access and Accountability

In April, Dr. Dereck Rovaris assumed the new role as the inaugural Vice President for Equity and Strategic Initiatives, leading the IDEAA team. IDEAA was busy with multiple projects such as

partnering with the SGA's Diversity Committee and other offices to bring Step Afrika to campus. The IDEAA team also collaborated with the Center for the Study of Democracy and Department of Environmental Studies to launch a lecture series this spring entitled "Environmental Justice on the Coast". Further, IDEAA developed a Cultural Engagement Guide for staff and faculty as well as a Calendar of Religious Observations. They are also implementing a new campus-wide online training platform by Get Inclusive for training on diversity and inclusion, Title IX, alcohol, and substance abuse along with other topics.

In April, the Office of Accessibility Services (OAS) welcomed Dana Kieran as the new Director of Accessibility Services. OAS has served a record number of students this past year. Accommodations included permission to audio record classes; extended time on in-class exams, quizzes, and writing assignments; receipt of lecture notes/outlines when available; and permission to have a laptop in class for taking notes and use of text to speak software. OAS also participated in the Workforce Recruitment Program for College Students with Disabilities (WRP).

### **Action Items**

#### **II.A. Approval of the Maryland Higher Education Commission (MHEC) Cultural Diversity Report**

The Campus Life Committee recommends approval by the Board of Trustees, St. Mary's College of Maryland, of the College's 2022 Cultural Diversity Report for submission to the Maryland Higher Education Committee. Upon approval, the report will be presented as an action item to the full Board through the Campus Life Committee. A motion was made by Committee Chair Danielle Troyan '92 to approve the item. The motion was seconded and the action was approved unanimously.

### **Information Items**

#### **Minutes**

Approved minutes from Campus Life Committee meeting of February 4, 2022 were included in the materials.

The meeting adjourned at 11:09 a.m.