

278 Whites Bridge Road Standish, Maine 04084 April 2018

Response to 3/15/18 Letter from the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges

Introduction

This response contains the requested information pertaining to the three areas indicated in the March 15th letter from the Commission: 1) assessment results for program improvement, 2) specific information on the integration of strategic and financial planning and comparison of plan to actual and 3) the process and timeline for the determining the future of the Bachelor Science in Information Technology.

Institutional Overview

Rooted in and professing fidelity to the teachings of Jesus Christ and the doctrines and heritage of the Roman Catholic Church, Saint Joseph's College, sponsored by the Sisters of Mercy, is a liberal arts college that nurtures intellectual, spiritual, and social growth in students of all ages and all faiths within a value-centered environment.

In fulfillment of this Mission, Saint Joseph's College will:

- foster a strong academic community dedicated to the pursuit of truth through serious study, integration of knowledge, and an ongoing dialogue between faith and reason;
- encourage all students to explore widely the arts and sciences while they also prepare to live ethical and meaningful lives;
- provide a strong foundation for graduate study, professional service, and career advancement:
- offer in an extension of its Mission to multiple areas of the world, both degree and nondegree programs through distance education;
- enhance students' awareness of human dignity and the meaning of life;
- advocate for justice and peace in recognition of each person's responsibility for the welfare
 of both humankind and the environment.

The Core Values of the College, rooted in the teachings of Jesus Christ and in the heritage of the Sisters of Mercy, are the foundation for this educational mission. Taken to heart, these values exist at our very core; they are made visible in our daily interactions. They are:

FAITH — Rooted in the teachings of Jesus Christ and the Catholic Church, therefore, we respect diverse religious traditions and honor each individual's religious beliefs. Through the curriculum, sacramental opportunities and co-curricular activities, we invite all members of the College community to develop their faith as an essential dimension of their lives.

EXCELLENCE — As a Catholic liberal arts college, we seek to combine faith with reason in the pursuit of academic excellence. We call all members of the College community to excel as individuals and as professionals within their specific roles.

INTEGRITY — Concerned for the common good as individuals and as a community, we commit ourselves to honesty in all relations with students, faculty, staff, and administration.

Through our integrity, we maintain the trust of the surrounding community and of public and governmental agencies.

COMMUNITY — Informed by the spirit of the Sisters of Mercy, we demonstrate our spirit of connectedness with one another through our expressions of hospitality, courtesy, inclusive relationships, shared values, and collaboration. We extend this value of community by reaching out to neighbors and to members of the broader civic and ecclesial communities.

RESPECT — Mindful of the achievements of the past, we value and respect the contribution of each member of the Saint Joseph's College community to the advancement of our mission. We encourage and support each other as colleagues working together for the good of the whole institution.

COMPASSION — Inspired by the example of Catherine McAuley, foundress of the Sisters of Mercy, we open our hearts to those among us in physical, psychological, or spiritual need. We consciously reach out beyond our college boundaries to serve the needs of others with compassion and mercy.

JUSTICE — Recognizing the dignity of all persons, we seek to address instances of injustice both within and outside our College community from a stance of informed advocacy. We hold ourselves accountable to each other and endeavor to practice responsible stewardship of the resources available to us.

In 2014 the College's Board of Trustees approved a new strategic plan, "Sustaining the Promise: Towards Saint Joseph's College Second Hundred Years." This institutional-level plan provides structure and flexibility as the College grows and evolves, and it includes the following initiatives: Stewarding Our Enrollment; Strengthening the Faculty and Staff Community; Enhancing and Diversifying Our Revenue Streams; Developing a 21st Century Educational Program; Preserving and Extending Our Legacy; and Institutionalizing Our Commitment to Excellence. A new Saint Joseph's College website launched in 2015 reflects the improvements. These and other institutional changes are being made to address the ongoing challenges of the College's tuition dependency and shifting demographics in northern New England, as well as to fully embrace our potential to innovate in the twenty-first century.

3 Areas of Focus

1) Assessment Results for Program Improvement

Saint Joseph's College works diligently to strengthen and vary the means of assessing student-learning outcomes at the level of the institution, program, and course. Below, we offer examples of assessment methods and initiatives that are new, ongoing, or enhanced.

First Year Experience

The First Year Experience (FYE) program continues to be a successful component of student learning and academic support. FYE and its accompanying Peer Mentor program are assessed annually through student reviews (Peer Mentor Evaluation) and instructor and peer mentor feedback, with the goal of continuous improvement. Over the last five years, the FYE curriculum has been adapted to fit the changing needs of our incoming students based on this feedback. During the fall semester of 2015, we rolled out a new curriculum that is a balance between academics and social transition, whereas previously the majority of content was academic. This change was in response to student evaluations that ranked the most dynamic parts of the class (Evaluation Summary). Consistently, themes that emerged in the evaluations were social transition, experiential learning, life skills, etc.; therefore, we introduced this content, such as Career Development, financial literacy, Counseling Center, and e-Portfolio.

Reflective of areas addressed in the Persistence Plan specifically having to do with meeting the needs of undeclared students (Undeclared Students) at the start of their first year, we introduced a section of FYE for undeclared students in the fall of 2016. The focus was to enhance their experience at college and help them navigate through courses of interest while staying on task for their graduation requirements. Retention of undeclared students has improved.

Through it all, the Peer Mentors have been a driving force in aiding students in their transition to college. They conduct weekly office hours, invite students to events around campus, and engage them in freshmen-specific programming. The Peer Mentors provide detailed feedback of their training, their relationships with the students, and their work with faculty (Peer Mentor Evaluation).

Core Curriculum Outcomes Assessment

The Dean of Undergraduate Studies, in collaboration with department chairs, has been instituting new practices for the assessment of the Core Curriculum, the Institutional Learning Outcomes, and the Annual Program Reviews in line with standards 2.1 and 2.8. The College has begun piloting the use of e-portfolios to track the assessment of learning outcomes. Further, where previously there had been separate Annual Program Reviews for on-campus and online divisions, these have been revised and merged into one form and procedure for all campus programs (Annual Program Review Template). In line with standard 8.3 and 8.8, faculty teaching Core courses in Foundations for College Thinking, The Human Condition, and, the Human Story have started to track student learning to the new Core Learning Outcomes (Approved Proposal Outline). For example, in our Core classes, such as Human Nature and

Ethics (Philosophy PH 200) and College Writing (EH 101), students are required to identify and "tag" an assignment that meets an Institutional Learning Outcome and a Core Learning Outcome (e-Portfolio Screen Shot). These assignments can be a project, a written assignment, a copy of an exam, or another "artifact" uploaded into e-Portfolio. The Teacher Education program has been using e-Portfolio as a form of assessment for several years. Institutionalizing e-Portfolio as an assessment tool is a work in progress. After one semester use, the number of students who have uploaded artifacts is around 440, approximately half of the student body, which includes all first-year students—our target group, and a significant number of upper division students.

Post-Graduation Assessment

The College implemented the Gradleaders Outcomes Survey more intentionally after some analysis indicated a weak response rate and unclear data from previous post-graduation surveys. The most recent graduating class (2017) had a response rate of about 45% (or 109 respondents of 241) (Error! Reference source not found. This e-survey captures post-graduation experiences, p rimarily focused on employment. For example, 68% of students were employed post-graduation. For graduates planning to continue their education, approximately 47% were entering healthcare fields. Based on feedback from the Gradleaders survey, the new director of Career Development, hired September 1, 2017, has brought a renewed energy to the task of reestablishing relationships with many businesses, local and regional organizations, and enhancing student experiential learning opportunities. He is keen to build on the analyses of data from this and other surveys related to student development.

Student Persistence

The Senior Director for Student Success Initiatives tracks all student persistence efforts as part of our Persistence Plan (Student Persistence). When college-wide analysis of retention data indicated that transfer students (Transfer Students) tend to have lower retention rates than first-time/full-time students, special transfer advisors were assigned to work with this population. Furthermore, and a new initiative to support student persistence was started: creation of a Student Intervention Team (SIT). SIT committee members meet to examine emotional/psychological issues impacting the academic experiences of students. One early result of SIT's work was a recommendation for follow-up action resulting in a meeting in spring of 2017 with the Dean of Undergraduate Studies, the Director of the Counseling Center, and the 4-person staff of the Academic Center of Excellence (ACE), who work ADA and ELL students, students on probation, at risk students, peer mentors, freshman FYE students, and all student tutors and note takers. At this meeting it was decided that one of our College counselors would meet with ACE staff on a bi-weekly basis as a consultant and mentor, providing a holistic approach to student support.

Student Success & Outcomes Assessment

As defined in standards 2.8 and 8.8, SJC works to improve programs and student learning through assessment and evaluation activities. A few examples are as follows.

The Sciences

In response to student feedback in the form of students' ongoing, direct conversations with the faculty, and traditional course evaluations, the Biology department altered the Genetics Lab

course in an effort to provide better skills training for biology majors. In this course students are trained in a broad variety of common molecular genetics laboratory skills (PCR, DNA extraction, nanospectrophotometry, restriction enzyme digestion, micropipetting, etc.). This enhanced training will better prepare biology graduates for the job market immediately upon graduating from SJC. Other motivation for course content upgrades included alignment of student training with the identified needs of local bio-tech companies; for example, in spring of 2017, NorDx Lab recruiters met with the Sciences Department to discuss what their needs are for new hires. Feedback from this partner directly impacted the experience of our students because the faculty listened and made judicious adjustments to curricula.

The Sciences Department regularly updates the biology capstone (BI 406 and BI 407) in response to student feedback. Specific changes have included increasing the number of assignments, changing the format and timing of assignments to give students a few lower-stakes assessments and providing feedback in building toward the high-stakes capstone assignments. Further, the timing of the course from a fall-spring (senior year) sequence to a spring-fall (junior into senior year) sequence provides more opportunities for summer fieldwork and longer-term research studies/experiments.

The Interdisciplinary Studies Program (IDS)

The Interdisciplinary Studies Program (IDS) has begun a student self-reflective component that prompts learners to assess their work in the interdisciplinary program. The results will be monitored and reported in the Annual Program Review, and they will inform changes that need to be made at the course and program levels, such as including and identifying benchmarks, creating a plan for data analysis, exploring key findings, developing recommendations, and identifying timeframes for implementation.

For example, in the newly created ID 220 and ID 420 courses in Interdisciplinary Research, students follow a process of inquiry that requires a conference with the instructor to first gauge student's understanding of the course material and to probe for any issues or misunderstanding of the course materials. There are several points throughout the course for students to "check-in" periodically on their progress through assigned activities (IDS Outcomes Project):

- 1. At the start of course, the instructor schedules a conference call with the student.
- 2. As part of their first unit of work, students complete a self-evaluation of strengths and weaknesses against the "Cognitive Tool Kit," summarizing their results in an essay
- 3. Towards the end of the course, students submit a reflection essay on their lessons learned in writing an interdisciplinary research paper.
- 4. Prior to completion of the final paper, another conference call is scheduled with the student to answer any outstanding questions prior to submitting the final version of the Interdisciplinary Research Paper

The Health Administration Program (MHA)

The outcomes of the MHA program are consistent with the institutional outcomes: to foster a strong academic community dedicated to the pursuit of truth through serious study, integration of knowledge, and an ongoing dialogue between faith and reason; to enhance students' awareness of human dignity and the meaning of life; and to advocate for justice and peace in recognition of each person's responsibility for the welfare of both humankind and the environment.

The competency matrix was used to analyze each course and map assignments to competencies and at what level (MHA Competency Assessment Matrix). As we revise courses, we refer to this matrix to improve the degree to which we address competencies. We are asking students to monitor their progress in competency attainment as they progress through courses and the program (MHA Individual Course Competency Matrix).

We are measuring achievement at individual student, course, and program levels in a manner that comports with standard requirements for "quantitative measures....to improve the learning opportunities and results for students (8.8)." In the BSHIM program, all of the competencies required for CAHIM accreditation are addressed in the required courses, and this will continue to be verified annually. Course improvements or adjustments will be made should a need arise or if CAHIM changes the required competencies.

The Master of Business Administration (MBA, LMBA)

The mapping of program outcomes to the institutional outcomes is part of a larger process for ensuring the faculty and program director understand how the factors of student success impact student progress from the start and throughout their progress in the program.

In this ongoing approach, we utilize the concepts, tools, language, and strategies for assessment as developed in the field of continuous improvement to perform comprehensive assessments of our online business programs.

- Factors in student success involve a process approach, where clear expectations, consistency of message, reliance on standards, and emphasis on preparation for success; we clarify expectations through consistency and completeness of information provided to students through a comprehensive orientation program, welcome letters, and syllabi;
- Ishikawa Diagram (below) to assess and act upon the factors of student success;
- Plan-Do-Study-Act (PDSA) Cycle to develop "closed loop" processes that encourage *ongoing* assessment.

The example illustrates the focus of 2015-2016, where significant improvements were made based on deep inquiry within the department: enhanced welcome letters (MBA Welcome Letters); updated syllabi (MBA Syllabus Template); and a New Student Orientation course, consisting of several modules and assessments was created for all new students to take in tandem with their first course.

Student Success Factors Desire 2 Lea

Online BIZ 2015-2016 Improvements

Improvement highlights to date include the following:

2015-2016	2017-2018
Complete transition to <u>BrightSpace</u> LMS	Expand utilization of textbook companion websites into finance and accounting courses to ensure students receive "real time" feedback for assigned problems and cases.
Collaborative "Welcome Letters" project to ensure a welcoming, explanatory letter is sent to each student from their faculty member at the start of their course.	Enhance the New Student Orientation Program to better serve students throughout their program. Renamed accordingly "MBA Student Orientation & Resource Center."
New Student Orientation Program completed and implemented to provide students with clear expectations at the start of their program.	Started the current goal for MBA / LMBA student success with plans for completion in 2019.
Incorporate increased emphasis on the value of reading and reflection as it relates to success in classroom participation and completion of written assignments within the orientation and course requirements.	

Current goals include a plan to evaluate and measure student performance through the leveled curriculum that emphasizes program outcomes as much as course level outcomes. Mapping program level outcomes to institutional outcomes with their universal applicability was easily accomplished and elevates our intentions. The intention of this project is to study students' progress in the program in the context of student goals and program and institutional outcomes.

- Step 1: Map MBA Outcomes to Institutional Outcomes;
- Step 2: Map Assignments to Formative Outcomes;
- Remaining Steps
 - Develop evaluation rubric based on formative/program/institutional outcomes for chosen assignments;
 - o Create a process for implementation.

Linking institutional outcomes to program outcomes to formative (levels) outcomes will provide insights for improvement and ensure that our online business programs are as distinctive and effective as we believe them to be in helping our adult students meet their goals.

Institutional Learning Assessment and Planning

The Institutional Outcomes and new Core Curriculum and associated outcomes are uniform among online and campus programs. The College has implemented the use of e-portfolio to assess outcomes in all courses in the Core Curriculum. Further, all new course and program proposal forms have been revised to include evidence of alignment to institutional, department, program, and core curriculum outcomes (Institutional Outcomes: Faculty Senate Meeting Minutes-Approval of) (Core Curriculum:

Approved Proposal Outline) (New Program Request Form) (New Course Request Form).

A revised Annual Program Review and Planning Report, implemented in spring 2018, addresses academic outcomes for both on-campus and online programs through a similar report structure/form and includes persistence and retention plans. For online programs, the report includes an additional emphasis on financial outcomes data, as well as program and resource planning for the next fiscal year.

Academic assessment is ongoing. The following timeline and benchmarks indicate the college's structured approach to academic assessment.

2014-2015 – Faculty approved new Institutional Learning Outcomes (Institutional Outcomes: Faculty Senate Meeting Minutes-Approval of)

2015-16 – Faculty revised the Core curriculum -- included in this was a course leveling project (Course Leveling). College revised the annual program review.

2016-17 – College planned the Core implementation and assessment strategy.

2017-18 – Implementation of the new Core and launch of the e-portfolio assessment project. (Approved Proposal Outline 2018-2019) (e-Portfolio Screen Shot)

In the coming year, review of programs will continue and the college will develop a formal academic plan including the components of assessment.

2) Integration of Financial & Strategic Planning

Saint Joseph's College's strategic plan, *Sustaining the Promise: Toward Saint Joseph's Second Hundred Years* recognizes the importance of connecting strategic thinking, realistic goal setting, and feasible financial planning as defined in section 2.1 of the standard. The strategic plan, approved by the Board of Trustees in the fall of 2014, contains elements that address each of these inter-related sets of activities.

The plan's "strategic narrative" presents a vision of the College in 2024, which includes the existing programs as well as the new programs and activities that that plan calls for. The "strategic progress calendar" presents a semester-by-semester agenda for each of the plan's Objectives and their associated Tactics and Targets (metrics) as well as an estimate of costs associated with the tactics. These targets and their revenue and/or expense projections are the basis for the multi-year budget models.

A comparison of the actual fiscal year results with the projections in the strategic plan budget model for fiscal years 2015 through 2017 shows a widening gap between the strategic plan model and the achieved results at the institutional level. This is due almost entirely to declines in the revenue from our online programs over that same period of time (5 Year Strategic Plan) (SP Model to Current Actual).

By comparison, the College's other revenue streams have grown from FY 15 through FY 17, reflecting the effects of activity associated with the strategic plan. "Strengthening and Diversifying Our Revenue Streams" is one of our seven Strategic Initiatives.

Student revenue (tuition and room/board) from our campus-based program grew from \$24,073,993 in FY 15 to \$24,182,589 in FY16 and \$24,399,756 in FY 17. Albeit modest, these increases reflect a positive trend that we expect will continue over the next several years. A significant portion of this additional revenue reflects the results of two strategic investments, one focusing on improving student retention and the other on upgrading and enhancing our athletic program.

With regard for the need for revenue source diversification, institutional results reflect progress with strategic initiatives, a tenet of the standard (7.6). Non-student revenue reflects the same growth pattern. The Institutional Advancement Office has increased the "current year gifts" from \$331,393 in FY 15 to \$396,715 in FY 16 and \$475,432 in FY 17. During that same period, the College has raised more than \$8 million in restricted gifts and pledges in support of a variety of activities, from the Center for Nursing Innovation to the Institute for Local Food Systems Innovation, all stemming from the strategic plan.

Another component of our non-student revenue is generated through the intentional use of the College's beautiful setting and facilities. Auxiliary revenue, including events and conferences, has grown from \$1,116,891 in FY 15 to \$1,513,223 in FY 16 and \$1,779,651 in FY 17. Summer 2017 was the first full operating season for the Stone Barn at Sebago Lake, which hosted nine wedding receptions, a series of Farm-to-Table Dinners, and other events. The upcoming 2018 season is fully booked for wedding receptions.

The significant decline in online revenue in FY 17 essentially "broke" the strategic plan budget model and led the College to undertake a reorganization that realigned expenses and revenue for FY 18. The College's new CFO is currently rebuilding the multi-year model beginning with FY 19, reflecting genuine intent and an appropriate response as described in 7.14 of the standard. The new model will be developed with the following expense targets:

Total compensation 66% of expenses
Other operating 22.5% of expenses
Capital 9.5% of expenses
Contingency 2% of expenses

Our Human Resources Office is in the process of completing an analysis of faculty and staff compensation (another activity generated by the strategic plan), and its findings will be used to build a new compensation model that will be funded through a disciplined, sustainable spending model.

- 3) Process and timeline: Bachelor of Science in Information Technology (BSIT) The plan for making a decision regarding the future of the BSIT is as follows:
 - 1. We are submitting enrollment and program data for all academic programs to Eduventures, whom, for many years, we have contracted with to assist us with program research and analysis. We expect them to produce a portfolio analysis, including the BSIT, by June 15, 2018. This initiative was scheduled to take place before the challenged launch of the BSIT. We believe waiting for the results of this review, which includes the BSIT, is part of being duly diligent regarding the future of the program in question.
 - 2. Once we receive the portfolio analysis The President, CFO, Chief Enrollment Officer, and Chief Learning Officer will discuss the results and determine possible courses of action and what additional resources may be needed under various scenarios. The discussion also will include the Interim Program Director, key faculty that have participated in the program, and feedback from students. These discussions should be complete and a decision should be made by August 15, 2018.

Though the portfolio analysis could yield results that cause us to think of new options, as it stands right now we believe there are three possible scenarios:

- Initiate search for a new program director who can provide a new vision for the program reopen admissions once the new director is in place;
- Hire an appropriately qualified faculty member who can develop an I.T. concentration within our on-campus business administration program, utilizing some of the BSIT curricula;
- Teach out the remaining students, and close the program.

Addenda

Cross-Referenced Items from Content

Assessment of Student Learning

First Year Experience

Peer Mentor Evaluation

Peer Mentor Evaluation/Feedback (12 Respondents)

Thank you for your time and effort put forth during the fall 2016 semester of the Peer Mentor Program! Please take a minute to fill out this evaluation form with honesty and intent as we use this feedback for the further improvement and development of this program. Your feedback matters!

Please circle the number that best represents your feeling towards the statement:

(1 = strongly disagree; 5 = strongly agree)

The FYE course:

	1	2	3	4	5
The Peer Mentor program made an impact on the first year students and their perspective of the FYE course.	0	0	3	8	1
My experience as a peer mentor changed my perspective of the FYE course for the better.	0	0	1	6	5
Students responded mostly positively to the Peer Mentors.	0	1	3	3	5
Students responded well to organized activities and office hours.	1	1	6	3	1
Peer Mentors enhanced the FYE course and students' understanding of its purpose.	0	0	3	5	4
The SJC campus has a better idea of what the Peer Mentor Program is and the purpose it serves.	0	0	4	6	2
I found it easy to communicate with and work alongside my course instructor.	0	0	0	4	8
My PM Experience:					
My PM Experience:	1	2	3	4	5
My PM Experience: I enjoyed my experience as a Peer Mentor.	1 0	2 0	3	4 5	5
I enjoyed my experience as a Peer Mentor.	0	0	1	5	6
I enjoyed my experience as a Peer Mentor. I felt I made an impact on my students. It was easier than I expected to maintain my hours and incorporate the PM program	0	0	1	5	6 3
I enjoyed my experience as a Peer Mentor. I felt I made an impact on my students. It was easier than I expected to maintain my hours and incorporate the PM program and FYE into my schedule. I felt supported by the Peer Mentor Coordinator and found it was easy to access,	0 1 0	0 0 0	1 5 3	5 3 8	6 3 1
I enjoyed my experience as a Peer Mentor. I felt I made an impact on my students. It was easier than I expected to maintain my hours and incorporate the PM program and FYE into my schedule. I felt supported by the Peer Mentor Coordinator and found it was easy to access, communicate, and share concerns or questions. I felt supported by the Course Instructor and was able to share my perspectives,	0 1 0	0 0 0	1 5 3	5 3 8	6 3 1 8
I enjoyed my experience as a Peer Mentor. I felt I made an impact on my students. It was easier than I expected to maintain my hours and incorporate the PM program and FYE into my schedule. I felt supported by the Peer Mentor Coordinator and found it was easy to access, communicate, and share concerns or questions. I felt supported by the Course Instructor and was able to share my perspectives, activities, and felt it was a partnership in teaching the course.	0 1 0 0	0 0 0 0	1 5 3 0	5 3 8 4 2	6 3 1 8

My favorite part of the Peer Mentor program and experience was:

My favorite part of the Peer Mentor program and experience was:

- "The summer trip. But besides that, my favorite part was getting to know my class so well and share my knowledge with them to try to make their first semester the best it could be. I really loved making those personal connections and I also like how it changed me and gave me more confidence."
- "Having more freedom."
- "Being able to welcome in the newest members of SJC and giving them guidance (little or big)."
- "I really enjoyed teaching the class. It was fun to interact with freshmen differently than I would have if I was not their peer mentor. I felt I got to know them better."
- "The positive impact I made on my students and all that they taught me."
- "The camping during the summer; meeting part of the freshmen class; working on public speaking."
- "Getting to work with students & teachers I normally would not; Learning about the program & SJC."
- "I felt as though my class really benefited from the content & by having a peer mentor. The instructor was really approachable and I always felt comfortable while communicating with them."
- "Training and developing relationships with the people in my class."
- "Working with the professor! I think we made a really good team."
- "Meeting and making friends with interesting people. Also having the chance to make an impact on new students."

Some suggestions I would have for next year would be:

- "Maybe just one meeting a month, but it be more like a workshop meeting that runs a little longer and gives us tips and ideas for upcoming weeks."
- "Maybe more on financials. They asked for it."
- "A way to have students use office hours & incorporating more topics that the students want to hear about."
- "More communication about what we should be teaching or how to get students to interact better."
- "If, in the future, you divide classes by major, having professionals from the field would be beneficial."
- "Work more icebreakers into training and more activities to get the class involved; One big FYE program we can all do during the semester."
- "Changing some of the presentations to engage the students more."
- "More Peer Mentor & class programming, maybe one big program? Also, have more activity ideas weekly."
- "Great incorporation of every-day skills learning in college rather than broader areas."
- "Standard of how to talk about tuition."

Please include any other comments or suggestions on the back of this page. Thanks again for your input!

Evaluation Summary

FIRST YEAR EXPERIENCE

FALL 2017 EVALUTAION - FEEDBACK

The FYE course:

(1 = strongly disagree; 5 = strongly agree)

	1	2	3	4	5
I felt the class content was helpful and informative.	4	19	66	82	58
I understand the value of an FYE course, even if it wasn't helpful for me.	1	4	30	61	133
I enjoyed attending out-of-class activities and events.	6	19	52	81	71
FY 101 made me more comfortable with college life at SJC.	9	24	66	69	61
I felt the activities and discussions held in class were relevant and interesting.	3	26	52	83	65
The assignments made sense and were helpful to reflect on my experiences.	10	11	57	80	71
I felt my Peer Mentor was accessible, a helpful resource, and positive.	3	3	16	37	170
My Peer Mentor and Instructor worked well together and taught the class collaboratively.	3	3	10	37	176

TOTAL PARTICIPANTS: 229/256 (89.4% participation)

	1	2	3	4	5
I felt the class content was helpful and informative.	1.7%	8.3%	28.8%	35.8%	25.3%
I understand the value of an FYE course, even if it wasn't helpful for me.	0.4%	1.7%	13.1%	26.6%	58.1%
I enjoyed attending out-of-class activities and events.	2.6%	8.3%	22.7%	35.4%	31.0%
FY 101 made me more comfortable with college life at SJC.	3.9%	10.5%	28.8%	30.1%	26.7%
I felt the activities and discussions held in class were relevant and interesting.	1.3%	11.4%	22.7%	36.2%	28.4%
The assignments made sense and were helpful to reflect on my experiences.	4.4%	4.8%	24.9%	34.9%	31.0%
I felt my Peer Mentor was accessible, a helpful resource, and positive.	1.3%	1.3%	6.6%	16.2%	74.2%
My Peer Mentor and Instructor worked well together and taught the class collaboratively.	1.3%	1.3%	4.4%	16.2%	76.9%

FALL 2016

	1	2	3	4	5
I felt the class content was helpful and informative.	1.3%	5.3%	23.9%	44.7%	23.9%
I understand the value of an FYE course, even if it wasn't helpful for me.	0.9%	1.3%	8.8%	37.2%	51.3%
I enjoyed attending out-of-class activities and events.	3.5%	4.0%	22.6%	35.8%	33.2%
FY 101 made me more comfortable with college life at SJC.	3.1%	6.6%	29.6%	35.4%	26.1%
I felt the activities and discussions held in class were relevant and interesting.	1.8%	4.4%	27.9%	40.3%	25.7%
The assignments made sense and were helpful to reflect on my experiences.	1.3%	7.5%	22.7%	43.8%	26.1%
I felt my Peer Mentor was accessible, a helpful resource, and positive.	0.4%	1.3%	6.2%	21.7%	70.8%
My Peer Mentor and Instructor worked well together and taught the class collaboratively.	0.4%	0%	6.2%	18.6%	74.3%
TOTAL PARTICIPANTS: 226/257 (87.9% participation)					

What w	as your favorite activity or topic covered in this class? Why?
	Money matters/finances ************************************
	Jeopardy *****
	Farm *******
	Obstacle Course/teambuilding in the gym *******
	Step into the Circle *****
	Out of class programs
	Open forum for questions
	Career Development ***
	Mercy Week
	Letter to your future self
	Going to the café for breakfast
	Resumes
	Study Away *****
	"Touch" *
	Ice-breakers, getting to know my classmates **
	Scavenger Hunt *
	Goal setting
	Stress relief/management
	Mandala
	MBTI
	Campus tour and history of SJC
	Meditation

What w	as your least favorite activity or topic covered in this class? Why?
	Teambuilding activity in the gym ******
	Wellness
	Money Matters/Finances ******
	Resumes ***
	Convocation ***
	Public Speaking ****
	Title IX **
	Study habits
	Study Away ***
	Trip to the café
	Time management
	TED Talks *
	Out of class mandatory events - inconvenient as a commuter
	The soda experiment
	Icebreakers ***
	The written assignments *****
	Having to take selfies at mandatory events and posting to twitter **
	Step Into the Circle **

What w	ould be something you would like to see added to the semester?
	More information/discussion about the Maine Tax Credit program (from Career Development presentation)
	More on finances/money management ***
	How to register for classes & advising *
	Less focus on peer mentor points/change how they are awarded ***
	More hands-on/active activities (particularly for an 8am) ******
	More icebreakers/teambuilding *****
	Grad school prep
	More time on Career Development and resume writing *
	No 8am FYE *
	More on Wellness & Alfond Center/Campus Rec ***
	Less guest speakers
	More group assignments *
	More about job/internship opportunities, jobs on campus, RA etc. **
	Class too fragmented, no rhythm
	More out of class activities *
	Having a separate section for commuters
	More homework/written assignments [to coincide with the class discussions]
	More on majors & minors; strengths and weaknesses **
	More opportunities for questions
	Help with Brightspace ***
	More about the SJC website/mySJC
	More about FAFSA **
	Nutrition/cooking in college!
	More on Alumni
	More on time management ******
	More on involvement (clubs and organizations)
	More on grades & credits **
	More on different study tips/techniques ***
	Meeting some tutors
	More classes per week ***
	More down by the lake

^{*}denotes repeated response

PEER MENTOR PROGRAM INSTRUCTOR EVALUATION/FEEDBACK

FALL 2017 SUMMARY

(1 = strongly disagree; 5 = strongly agree)

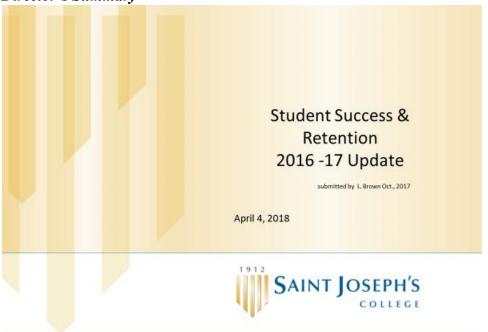
FYE COURSE	1	2	3	4	5
The Peer Mentor program made an impact on the first year students and their perspective of the FYE course.			1	5	7
Students responded mostly positively to you and the Peer Mentor.			1	8	4
Peer Mentors enhanced the FYE course and students' understanding of its purpose.			3	1	9
The SJC campus has a better idea of what the Peer Mentor Program is and the purpose it serves.			2	8	3
The FYE Curriculum matches the needs of the first year students and addresses components faced by students each day at SJC.	1		4	7	1
The required assignments and reflections within the course proved helpful, relevant, and provided insight into the student's experiences thus far at SJC.		2	4	5	2
Grading was made easy and assignments were clear to understand.			6	5	2
PEER MENTOR					
I enjoyed working and co-teaching with a Peer Mentor.			1	1	11
My assigned PM was accessible and easy to communicate with.				2	11
My PM and I met on a regular basis to plan our activities and discuss class issues.				2	11
I would like to teach FYE again next fall.			1	4	8

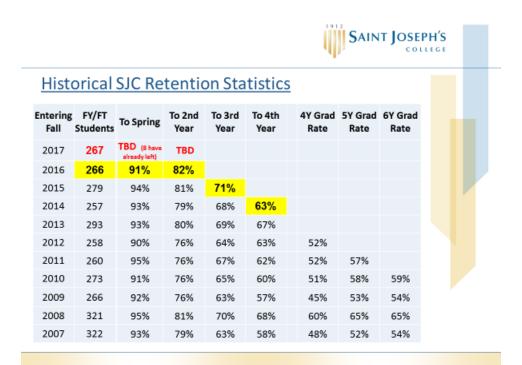
FALL 2016 SUMMARY

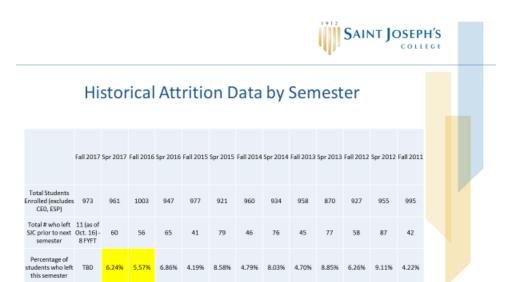
FYE COURSE	1	2	3	4	5
The Peer Mentor program made an impact on the first year students and their perspective			3	7	2
of the FYE course.			•	,	2
Students responded mostly positively to you and the Peer Mentor.			2	8	2
Peer Mentors enhanced the FYE course and students' understanding of its purpose.	1		1	3	7
The SJC campus has a better idea of what the Peer Mentor Program is and the purpose it		2		4	2
serves.			4	4	2
The FYE Curriculum matches the needs of the first year students and addresses	٠,		-	9	
components faced by students each day at SJC.	1		2	9	
The required assignments and reflections within the course proved helpful, relevant, and	1		9	2	
provided insight into the student's experiences thus far at SJC.	_		,	-	
Grading was made easy and assignments were clear to understand.	1	2	2	6	1
PEER MENTOR					
I enjoyed working and co-teaching with a Peer Mentor.		2		2	8
My assigned PM was accessible and easy to communicate with.	1			2	9
My PM and I met on a regular basis to plan our activities and discuss class issues.		1		3	8
I would like to teach FYE again next fall.	1		5	1	5

Student Persistence

Director's Summary









Attrition Data from Spring 2017:

		Academically Dismissed	Leaves of Absence	Withdrawals	Total Sebago Enrollment for Spring 2017 excluding Early Scholars & Cont. Ed students	
	Totals (60)	3	8	49	961	6.24%
Gend	er					
	Males (29)	0	5	24	351	8.26%
	Females (31)	3	3	25	610	5.08%
Class	Completed					
	Freshmen (26)	2	1	23	242	10.74%
	Sophomore (14)	0	1	13	213	6.57%
	Junior (5)	0	0	5	167	2.99%
	Senior (8)	1	4	3	223	3.59%
	Transfer (7)	0	2	5	116	6.03%



More Spring 2017 Attrition Data:

	Academically Dismissed	Leaves of Absence	Withdrawals	Total Sebago Enrolliment for Spring 2017 excluding Early Scholars & Cont. Ed students	
Home State (or Country)					
Connecticut (1)	0	0	1	18	5.56%
Louisiana (1)	0	0	1	1	100.00%
Maine (39)	3	7	29	601	6.48%
Massachusetts (11)	0	1	10	169	6.51%
New Hampshire (2)	0	0	2	110	1.81%
New Jersey (1)	0	0	1	4	25.00%
New York (2)	0	0	2	18	11.11%
Rhode Island (1)	0	0	1	14	7.14%
Texas (1)	0	0	1	2	50.00%
India (1)	0	0	1	1	100.00%
Res. Status					
Commuters (22)	3	5	14	316	6.96%
Residents (38)	0	3	35	645	5.89%



And....more attrition data from Spring 2017:

	Academically Dismissed	Leaves of Absence	Withdrawals
SJC Majors who lost the most students to attrition:			
Bio & Medical Pre-prof.	0	0	7
Business majors	0	0	8
Criminal Justice	0	0	7
Nursing	1	3	4
Psychology	0	0	7
Primary Reason Given for Leaving SJC:			
Academic (20)	3	4	13
Campus Life (6)	0	0	6
Financial (11)	0	2	9
Wellness & Safety (4)	0	0	4
Personal & Transition (8)	0	0	8
Unknown (11)	0	2	9



Example of an Initiative Showing Results:

Undeclared Students:

- Falls 2011 2015 admits:
 - 55% withdrew or were academically dismissed prior to declaring a major
 - 75 % who declared a major were still enrolled in Oct. 2016



MELMAC Grant (Fall 2016)

- FYE Cohort
- Career Exploration
- Change sem. 1 schedule
 - from 3 and 1 to 2 core and 2 of interest
- Myer's Briggs



Results of the Initiative with the 2016 entering Cohort of Undeclared Students:

- 14 of the 18 students declared a major prior to the end of their first year
- · All 18 completed their first year
- · 16 of the 18 returned for this fall 2017 semester
 - 1 student transferred to a different college citing that she "did not feel academically challenged".
 - There was one student within this group who came in as a transfer, and decided to take a leave of absence this semester, and plans to return this coming spring.



Next Steps:

- Continue to look at our data for informative trends, but remember that each of our students have unique needs that will help them be able to and want to stay with us thru to their degree
- This Friday the "Retention Liaisons" from the various departments across Campus will meet for the first of our twice/per semester meetings to discuss updating the Plan for On Campus Student Retention:
 - * more detailed report on the past year's attrition data
 - work with IA around scholarships for students
 - discussion RE any common trends we're seeing with the students we're losing mid-semester



Lynn Brown

Next Steps:

Co-chairs:

❖ OLC Retention Task Force:

Kelly Ward Stephanie Strout Tina Stickney
Nathan Rohman Nelson Peters Lauren Frantz
Jane Farr Liza DalFonzo

First meeting was held last week, and we'll be meeting every 2 weeks as we work to develop an institutional plan to increase the retention of our on-line students.

David McCall

Transfer Students Example

SJC Pers	SJC Persistence Plan						Plan				Actual				Actual (b	Actual (beyond plan)	an)		%	Complet	% Complete (beyond pla	nd pla
	Notes RE initial plan																					
	Additions made to the original June 2015 Plan	드	Summer		Spring Summer			Spring Summer			Spring Summer			Summer	Fall	Spring Summer			Spring Summer			Spring
Financial Aid / Bi	Financial Aid / Billing Procedures	Progress 2015	2015	2015	2016 2016		2016 2017	17 2017	7 2017	2018	2018	2018	2019	2019	2019	2020	2020	2020	2021 2021		2021 2	2022
			1	2	33	4	9 9	7	00	6	10	11	12	13	14	15	16	17	18	19	20	21
Obstacle 3	Many students do not respond in a timely manner to communication from Financial Aid or Treasurer's Office	E																				
3A	Tortic Implementation of mass reating module. Also we need to ensure mere by too access the medical policy of the day of the day 13.015 FCC nuling regarding the Telephone consumer Protection Act. Update Aug. 2016. We use in compliance, such the lays 13.015 FCC nuling regarding the Telephone consumer Protection Act. Update Aug. 2016. We use in compliance, suchers support to pipel to resistantian, transing was offered, tenting module still rarely used. Not used by Statent Accounts office. Nov. 2017 update. Both sides of 555 now using resting module with pood sacress. Entoune Commercial & note down. Completed entitle than ever before and fewer students compliant or completed entitle than ever before and fewer students compliant or accompleted entitle than 2016 for sem. 1)																					
38	Tactic Develop a communication plan and procedure which includes various modalities, specific timeline, etr. (availing full implementation of Parent Portal). May 2016 include: Parent Portal implemented. Oct. 2016 for June 1. Update Aug. 2016 Parent portal implemented. Oct. 2016 update: Sudent statements are sent monthly to anyone wing a balance, to all for first two months of each billing cycle so they can see their account status. Emails will be sent to all who are assesed late fees.	5 0 -	۵																			
3C	Tactic Collaboration between financial aid and admissions staff in communicating with incoming students individually. F.A. needs more timely informal Amin. for 1R students coming to 24 esc Discosm. w/J depts. rep. to diff VPs12/10/2015: having designated personil. Horgan) dedicated to incoming Transfers should assist with this process. He will meet soon with the F. Ad Olivector to discuss. Update. As of May 2017 the two offices both now fall under Enrollment Management.	2	으																			
Obstacle 4	"Named Scholarship" recipients have money taken from other institutional erants/scholarships in their financial aid oackage	a																				
Financial	Financial Aid & Billing Miscellaneous Technology Career Services		Lack of A	cademic P	reparation	Lack of Academic Preparation Academic Procedures	emic Proc		Campus Life		Sheet2	(+)										

Undeclared Students Example

SJC Pers	SJC Persistence Plan										Plan		
	Notes RE initial plan												
	Additions made to the original June 2015 Plan	PLAN	ACTUAL	PERCENT	=	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall
Miscellaneous		START	START	COMPLETE	Progress	ss 2015	2015	2016	2016	2016	2017	2017	2017
						1	2	3	4	5	9	7	00
5A	Tactic: student employment experience - Oct. 2016 update from Samantha Smith: She has just begun developing a process of improving the learning objectives, reviews/assessments, and meaningful work and projects. This will take a couple of years to be fully developed and implemented.	11											
	mpreneraci												
Obstacle 6	Students who are admitted with a "Liberal Studies" or Undeclared major are more at risk of leaving SJC before attaining their degree.												
6A	Tactic: As part of the MELMAC grant, Undeclared students are now receiving specific guidance with the aim of declaring a majore prior to the end of their freshman year. This includes a designated FYF, Career and major exploration and a change in which courses they register for.	2	5	700%									

IDS Outcomes Project

1. Conference Call

Tomorrow morning sounds great. I will plan on calling you around 8:30 if that is ok with you? What is a good number to reach you at?

I honestly thought this course was one of the best ones that I have taken, I found it easy to understand and the templates helped me a great deal. Not writing research papers in a long time, I was able to follow them without getting overwhelmed. Initially when I first began the course I had anxiety about the final project but the way that it was broken down throughout the lessons made it so it was very manageable. I enjoyed learning more about my topic too which made this paper a lot easier for me to get into and want to learn about. My husband and I are both Active Army so this is near and dear to my heart. Each year we lose too many of our Soldiers and service members to suicide with no explanation and understanding as to why. Our building alone has suffered many loses and each one of those loses hurts our force. There will never be a correct answer for something like this but maybe if we could learn to understand and try to help or provide help to those that we think may need it maybe it will help.

I don't think there was anything that was unclear, the things that I would have normally had questions about you had examples and explanations which made them so I did understand.

I hope that other students enjoy this class as much as I did.

Thank you,

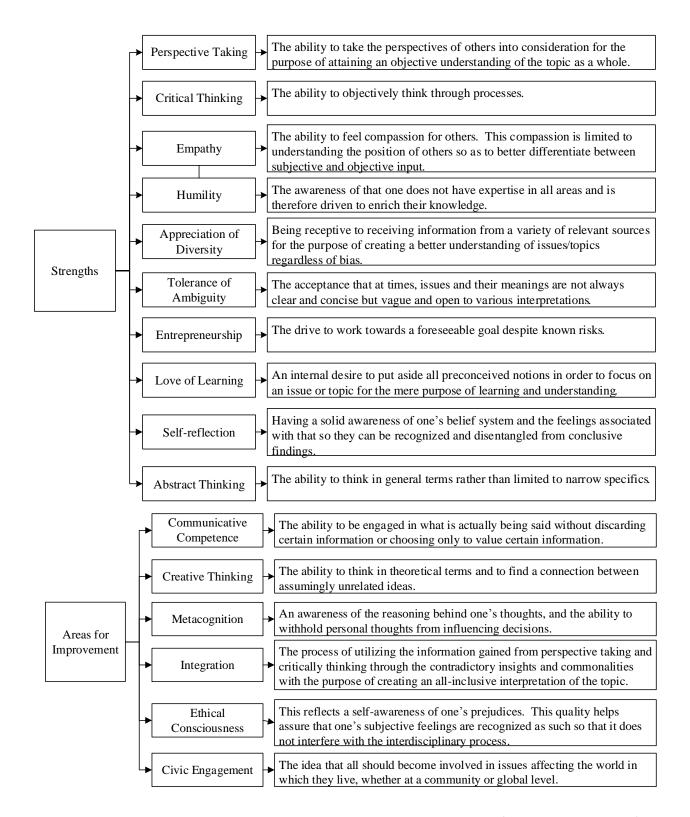
Melissa (March 20, 2018)

2. Unit 1 Self-Assessment

From Unit 1 ID 420: In no more than one page of writing, comment on your readiness to conduct research by evaluating your current strengths and/or weaknesses against the "Cognitive Tool Kit" which is comprised of the following: cognitive capacities and traits of empathy, ethical consciousness, humility, appreciation of diversity, tolerance of ambiguity, civic engagement, entrepreneurship, love of learning, self-reflection, communication competence, abstract thinking, creative thinking and metacognition. Share 2-3 examples of what informs this self-evaluation.

A) #1 Student response:

The Cognitive Tool Kit is comprised of categories of self-awareness that define the foundation of characteristics needed to effectively conduct interdisciplinary research. Listed below is a self-evaluation of strengths and areas of needed improvement.



(Repko, 2013, p. 49-60)

One of my greatest strengths is the ability to objectively think through processes (critical thinking). This may be the result of years of nursing and having to think through disease processes and the potential impact of specific medications and treatments, as well as years of working in informatics on an integrated system that requires a comprehensive understanding of how small design-decisions affect other applications. I have learned over the years that every decision impacts another decision, so I am mindful of potential connections.

One of my greatest needs for improvement is communicative competence. This is an area I struggle with because I discredit and ignore current information from someone who has provided incorrect information in the past. This also ties into metacognition since I let my personal thoughts about one's past credibility influence my decisions on current topics. It takes a great deal of mental effort for me to openly listen to an idea or thought from someone who has previously provided information that was found to be inaccurate.

B) #2- Student response-

When I evaluate myself in the light of the "Cognitive Tool Kit" I see that I am ready for conducting research. In fact, I find that I have a strong grasp on most all tools in the kit. For example, my current role as a systems analyst requires me to think creatively and abstractly, while maintaining a high level of communication competence, daily. My role, in part, is to help resolve software and hardware related issues for radiologists and other medical imaging staff members. To accomplish that successfully, I need to think outside of the box but I also need to be able to communicate with those staff members as to what I am doing and what they need to do. My position also entails a love for learning because as many people know, the technology field is ever changing and advancing, so there are always new devices and upgrades to software that I need to learn about to be effective for my employer. My work is not the only thing that has helped to prepare me for conducting research. I am very active with my church which has helped to enhance my levels of empathy, humility, ethical consciousness, and civic engagement. My wife and I have worked as camp counselors for the annual children's' camp that our church hosts. Through this week-long event we listen to and pray for children who are experiencing all different types of circumstances in their lives, whether good or bad. Some moments are heartbreaking while many others are very uplifting. It is so interesting to see how children view life much more simply than adults and it truly helps to build empathy and humility in ways that can't be accomplished in almost any other setting. My Church also supports about 12 different missionary families throughout the world. These families will typically visit the church annually and give reports that have helped me to grow in my appreciation of diversity. Lastly, I have had a vast array of college experience that has helped to prepare me for most types of research.

3. Unit 4 IDS 420- Reflection Paper

Additionally, write no more than one page about what insights you gained about the process of writing an Interdisciplinary Research Paper? Did the process reveal any new insights about your own intellectual capacities, values and traits that interdisciplinary research is to foster (empathy, ethical consciousness, humility, appreciation of diversity, tolerance of ambiguity, civic engagement, entrepreneurship, love of learning, self-reflection, communication competence, abstract thinking, creative thinking and metacognition). If not, describe the factors that hindered the process and what would you do differently next time? How has this class helped you strengthen your own "Cognitive Tool Kit"? (1 page).

A) #1 – Student Response

The biggest insight I learned about the process of writing an Interdisciplinary Research Paper is that it is indeed a process. As you know, I struggled initially with my problem statement. While I thought my initial statement was focused and clear, it was much too broad of a statement to examine pointed research on. The process taught me to think deeper at the

granular level. It was also interesting to me that I found empathy in law enforcements official's daily engagement with violence and the ways that kind of exposure would impact not only an individual but the entire organization as a whole. That empathy helped me to gain an understanding of the reasons why law enforcement officials struggle to be objective when being called out to a fellow officer's house for a domestic violence report.

I went into the research seeking reasons "why", and left with a much better understanding of the human side of the problem statement. I have always considered myself open minded and able to consider perspectives from various venues, but this subject was one that I went into with some bias. I recognized my bias as a potential weakness, and was pleasantly surprised at my ability to process information objectively despite my personal past experiences. I learned that stepping back to gain insight into an issue as a whole helps to create a more comprehensive understanding of the subject so that there is greater potential for identifying solutions.

4. Final Conference Call

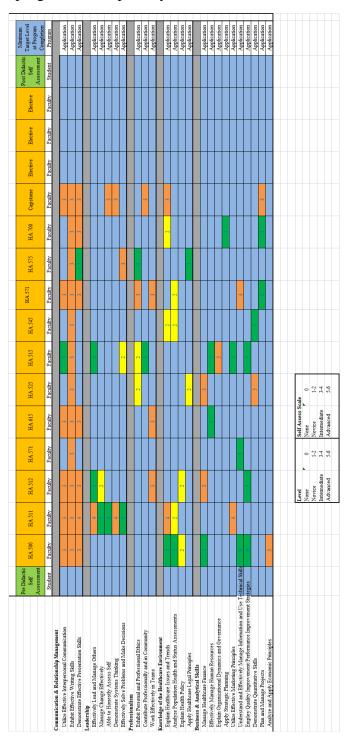
Schedule a 10-15 meeting with your instructor by Skype, or phone, to review your progress, Turnitin.com results, and to answer any outstanding questions prior to submitting the final version of your Interdisciplinary Research Paper.

MHA Outcomes Project

MHA Competency Assessment Matrix

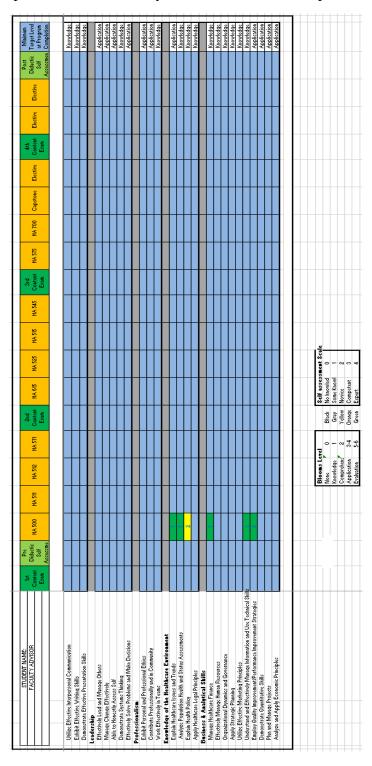
(course to professional):

For the MHA program, the competencies have been mapped to courses and students are beginning to track their progress in competency attainment.



MHA Individual Course Competency Matrix (self-assessment):

The MHA program requires students to self-assess their competencies at the entry into the program and again at the capstone. Below examples of the tools students use to self-assess their attainment of the competencies that are analyzed to further inform improvement of the program.



STODENT NAME:	DIRECTIONS: This area is intended to capture comments and feedback pertaining to individual strengths, weaknesses & overall
FACULTY ADVISOR	performance in each course. Contribution is voluntary and the area will be used as needed. Based on student comments and
U	contributing faculty input, additional resources and support can be provided to aid in competency development
HCA 5105 - HC Ethics	(Grade: A) This course provided a strong foundation to my understanding of personal and professional ethics. The selected reading materials were relevant to healthcare and provided a basic understanding of how to approach ethical dilemnas in the clinical setting, and how the ethical committee operates in healthcare organizations.
HCA 5301 HC Systems	(Grade: A) Great class for introducing a basic understanding of the US Healthcare structure and system. Prior to this class, my understanding of healthcare in the US was very limited. Following this instruction, I much more confident and knowledgable on the structure and operations of the US Healthcare System. A great foundational class that provided multiple topics of which I am interested in conducting additional research to further my knowledge.
HCA 5322 OB	interested in conducting additional reserved to further multipowledge. (Grade: A) Really enjoyed this class. The OB concepts that were presented are concepts that we experience and interact with on a daily basis, but never give much thought. Understanding the principles and foundations supporting these concepts provided a great understanding and food for though on improving individual and organizational interactions moving foreward. Also found the disaster response everyise upon beneficial to understanding the structure of the MBE and how up integrate it at the local level. Evcellent
HCA 5317 HMIS	response evergise upru beneficial to understanding the structure of the MRE and how up integrate it at the local level. Excellent (Grade: A) Zero knowledge on HMIS prior to taking this course. Following the course I have a basic-level knowledge of health information systems. I thought the introduction to research was very beneficial and set the conditions for future research in the course. The elevator speech was also very useful in building my confidence in public speaking and teaching how to get a point across quickly but effectively.
MECO 5331 Managerial Economics	(Grade: A) Great foundational course for understanding economical principles and how they influence and effect the market. I thought the 5-forces paper was a great tool for researching the five forces concepts and truly gaining an understanding of how these forces interact to influence the market. I think the course content was effective in facilitating my learning and helping me grasp the content. I have a much batter understanding of economics after completing this course.
HCA 5350 Finance I	(Grade: A) Feel like I am much better prepared to look at an organizations financial data, conduct an analysis, and provide recommendations. This course provided a firm understanding of basic financial principles. I thought the case studies were effective and did a great job of reinforcing the principles learned in class.
MECO 5330 Macro- Economics	(Grade:A) I feel like I have a basic understanding on macro-economic principles and how they effect our economy. The course centered around the core competencies of strategic planning, interpersonal communication, and research and investigation. Through these competencies, we learned how macro-economics impact the latthcare policy and the role that healthcare delivery plays in the processor of
HA 515	in influencing macrolleconomic notice. The research paper Learniested focused on how Medicare reimburses Primaru Care (Grade: A) Great expansion on Emergency Management functions, first introduced in OB, and introduction to epidemiology. The course provided a basic understanding on the evaluation of health problems and policies at the population level. The further investigation of emergency management agencies, and the introduction of population health measures and policies provided a provided to only these interact to ensure the effective management of public health.
HA 545	(Grade: A) Entering this course I had no experience with quantitative analysis. This course provided a solid introduction to quantitative research methods and statistical analysis. I appreciate the blended introduction of basic quantitative concepts with SPSS. I now feel more confident in understanding the concepts of managerial research as it applies to problem solving and decision making.
HA 575	(Grade: A) Entering this course I had a basic understanding of our legal process and systems. This course provided a better understanding of civil law (contracts and torts), the medical standard of care, management of medical information, and informed decision making. After completion of this course, I have a much better understanding of these concepts and how they can apply to be although the process of the execution of our duties.
HA 700	(Grade: A) Great introduction into Human Resource Management. Dr. J provided great insight, along with the guest instructors, on such topics as strategic HRM, workforce planning, job analysis and design, performance evaluation, and labor relations. After completion of this course, I feel much more confident participating in human resource management activities, and understand the auxiliable resources to assist in these efforts.
Capstone	(Grade: A) This course provided a more in-depth look at the time value of money, cost allocation, break-even analysis, and sensitivity analysis. While I have always struggled with Finance, I feel like this course provided a better understanding of the theoretical concepts of Fianchce, and provided me with the tools needed to successfully investigate and interpret financial concepts in a healthcare setting.
Elective	(Grade: A) I really enjoyed this course from the standpoint that it provided an in-depth look at how the U.S. Gov ernment operates and how policy is formed. I enjoyed being able to disect the PPACA and learn its specific contents through group presentations. Also, being able to look at policy issues throught the lense of different interest groups provided a great perspective on how influencers effect the policy making process.
Elective	(Grade: A) This was the first marketing course I have been able to take, and I feel it will provide great benefit moving forwards as we market and brand healthcare throughout the MHS. Learning about different marketing strategies, and hearing from industry leaders, was very beneficial and made me realize that there is truly an art and science behind marketing an organization. Being able to develop
Elective	a real-world marketing analysis (LISAGPAN), and then, see the plan through execution, has been used beneficial in understanding the (Grade: A) While Finance is certainly not my strong suit, I can say that I enjoyed being able to put the concepts learned in Finance I-II to application in Finance III. Being able to work a real-life Business Case Analysis with the Cardiology Department at Wilford Hall was very beneficial, and allowed the opportunity to work my way through successfully apploying the concepts as part of a decision support application. It is also been provided the property of advanced business finance however, Lunderstand the basics and will be able.
HCA 5329 Leadership	Liriade: A] Initially, I was skeptical in regards to what an academic leadership course could offer; however, I am grateful that I had the opportunity to take this course. This course challenged me to truly evaluate my leadership philosophy and way of thinking. Being able to share my thoughts on leadership, and learn from my peers, was very beneficial and opened my eyes to a different way of looking at things. My leadership philosophy is no longer a piece of paper it is a living document that I have committed to revisiting.
HCA 5606 Healthcare	(Grade: A) This course turned out to be one of the more beneficial courses I have taken. One of my weaknesses entering the
Quality and Operations	program was a lack of understanding for military healthcare systems and culture, and this course added to both. Quality is becoming more and more important in our current operating environment, and is an area that we as leaders must understand moving forward.
Management	(Grade: A) This course served as an excellent culmination of what we have learned in the program. I found it very beneficial to be able
MMGT 5425 Strategic	(Grade: A) This course served as an excellent culmination of what we have learned in the program. I found it very beneficial to be able to take the concepts learned both in this class and throughout the program and apply them to a complex MHS organization, Brooke
Management of Healthcare	Army Medical Center. The different analysis tools that were explored and utilized throughout this class will pay major dividends as I
Organizations	progress through both my residency and in my future career in the MHS. Exploring and applying the strategic thinking map of strategic

MBA Outcomes Project

MBA Welcome Letters Example 1

Welcome to MB530 Ethical, Social, and Environmental Responsibility!

Hello and welcome. I am glad to welcome some new faces and some familiar ones as we begin this course. I look forward to all of your contributions as we embark on this term together. In this document, I will cover some basic expectations and concepts, some of which may be repeated later as we go along.

My hope for you is that you will engage deeply with new approaches to understanding leadership, organizations, and the external environment of organizations. This course is superordinate to and closely aligned with Corporate Strategic Leadership (MB550) (that you will take later on in your program) because it deals explicitly with an organization's capability to thrive within its external context. At the enterprise level, *the starting point for all strategy*, strategy is about: What do we stand for?

Enterprise Strategy – Enterprise strategy integrates the organization with society at large. Derived from an analysis of stakeholders, the history and culture of the company, the values of leaders in the company, ethical standards and personal values, it answers the question, "What do we stand for?" (Lecture Note, Week 1, MB550).

An organization's mission statement frequently summarizes this philosophy in a broad sense but it is much, much greater than this. The social mission is deeply aligned with how the organization operates to fulfill its competitive strategy and how it relates to all its stakeholders, both internal and external. As you approach this course, I encourage you to have fun, yet with serious intent! Don't be afraid to question your assumptions.

A word on Leadership. Please recall that the word leadership has two meanings. In popular culture, it frequently is used to designate a formal role/job in an organization that carries authority. But in its other meaning, leadership may or may not carry any formal authority whatsoever. This other meaning is the one that I use in this course and ask that you favor as well. Leadership as a process and behavior (rather than a formal role) is revealed in how we see the world and the corresponding behaviors we exhibit. You may wish to refer back to Module 1 in the LMBA Orientation and the presentation called Developing the Leadership Mind to reorient yourself to this. When I refer to leadership, it might be anywhere in the organization. When I refer to executives and managers, I mean those with jobs that have authority but who may or may not be leaders in fact. You may find that being more precise with your own language in this way helps to reinforce your own values and unique goals as someone in a *leadership* MBA program.

Solitary reading and reflection is the backbone. The course moves quickly so do the readings and assignments promptly – in advance or early each week - so that you have the leisure to reflect and comprehend them. This will help you make the most of the dialogue. *Your solitary reading and reflection on the assigned readings is the foundation of the course, giving you access to the important concepts in each lesson.* I encourage you to use the Reflective Journal

format in your syllabus for your solitary reading and reflection in preparation for the dialogue. **Read for depth of understanding.** Your posts are expected to incorporate concepts from the scholarly articles assigned as well as the easier-to-read textbook. My recommendation is to select even one that resonates and take the time to really digest it. Expect that evaluation of your dialogue posts will take into account whether the articles are utilized as sources. Where an article includes methodology used in a study, feel free to skip that part. The most relevant portions will be the introduction, literature review, discussion (sometimes), and conclusions.

Please note that, in general, web sources and outside nonacademic readings are not acceptable supporting sources in the dialogue forums in this class – thank you! **Our aim is depth rather than mere breadth**. You may however occasionally supplement with scholarly articles from Wellehan Library's online databases (the point to remember is that these readings only supplement but do not replace course readings) and I encourage you to share interesting items (e.g., examples, news, personal insights, resources, etc.) at any time in the Cyber Café with your colleagues. Wellehan Library also offers access to major newspapers such as the *Wall Street Journal*, *New York Times*, and *Washington Post* which offer illustrations of current issues. These may be used to supplement and add currency from time to time. If you ever have a question about the propriety of a specific source, just ask me in a quick email!

Adhere to the Socratic dialogue structure. Please post your initial replies to the dialogue questions (DQs), incorporating concepts from the assigned reading and study notes, early each week – no later than Thursday if possible. In this way, others can respond to build a genuine dialogue before the week is over. I invite you to plan to make significant contributions to each dialogue thread at least three nonconsecutive days out of the week.

As you know, everyone is expected to first make an initial post directly in reply to the DQ and then – later - at least two follow-ups to classmates' posts. I encourage you to make your first post to the DQ before reading others' posts. In this way, you can learn how to express your own voice and the class will be served with more and better perspectives. I advise just the opposite for your follow-up replies – in this case, it is better to read many colleagues' posts as you synthesize them with your own reflections. (Note that "synthesis" may sometimes mean challenging them (politely of course) or accepting them!) This enables us to go deeper into the meaning of concepts.

Posting to Lessons Learned is an important required reflective learning activity to close out each week. While the *content* of that post is not graded, its presence or absence is included in the evaluation of your dialogue.

Seek out guidance. Because this Leadership MBA program is unique, it comes with specific expectations. The program works well because of these carefully designed differences and you can expect that I will adhere to them in this course. For example, there are expectations that guide the best format for a Socratic posting and for citing assigned readings. You will find these in the MBA Orientation. Other expectations, such as the importance of assigned readings, may be spelled out in News items. Be sure to check News each time you login. Also, send me a private email *anytime* you have a question or some issue arises. I am online at least five days each week and I'm here to help you.

The Dialogue and Written Assignment rubrics are used to evaluate your contributions for a grade. I'll seek to give you feedback on your dialogue posts each of the first two weeks and later in the term as needed. Since this is an advanced course in the LMBA program (Level 2), my

feedback likely will not be as frequent or as detailed as you might have received in your initial courses. That's because you have already learned the format and no doubt are a dialogue expert at this point! If you ever want more feedback or a different type of feedback than I have given, my assumption is that you'll let me know so please do that. I am happy to help you develop your dialogue posts if that's what you want. If I don't hear from you, then I will conclude that your requirements are met.

- Please review and read carefully:
 Syllabus
 Course Rubrics
 SJC Student Handbook
 Post to the Introductions and Read and Understood threads in the Cyber Cafe. (Note that I will not be in the course to respond though until class begins so feel free to wait until then.)
- 3. Read the first week's reading assignments and Lesson Notes.4. Post to Week 1 Dialogue no earlier than the first day of the term.

Note that class does not officially begin until **March 15, 2017**. You have until then to work on your solitary reading and reflection in preparation for the first week.

A personal note

My aim and passion is to help solve complex real-world problems by providing prospective leaders with the frameworks they need to challenge assumptions and consider ethical, relevant, and practical alternatives.

In my doctoral studies at the University of Pittsburgh, I was fortunate to study with some of the leaders in the field of social responsibility and business ethics. One of my mentors was instrumental in making social responsibility a required course in all MBA degree programs accredited by AACSB International. This was the first subject I ever taught there and I have taught it many times in my career. However, be aware that I did not write the lecture notes and develop the syllabus for the MB530 course here at SJC. My intensive training and perspective may conflict at times with the approach in this course this term so don't be surprised if I diverge a bit here or there and perhaps present another way of viewing the issues. It's all good because we learn from diversity!

Stay in touch. Here's my contact information.

Please contact me with any questions or concerns that you may have as the course progresses. I am online most days and usually will respond within a day or two.

We all know that for working professionals such as you and me, life can get in the way sometimes. If this happens to you, please email me right away. Staying in touch when issues come up is efficient and helpful. I am your first line of help with any course-related issue. The best way to reach me is via email through the Brightspace (BRT) learning management system.

Again, welcome to the course! If I don't know you already, I look forward to getting to know you.

Sincerely, Dr. Joyce

Welcome Letter Example 2

Welcome to MB520, Self-Leadership, my name is Dr. Scott, I will be your facilitator. My hope for this welcome is that it doesn't sound formal, hope that it sounds as though we are having a "conversation". Why? Because that is what we are going to be doing all term, "having a conversation about self and leadership".

Having said this, let me be formal for a minute. After you have taken the school's Read and Understood quiz, please read the syllabus. To find it, select content at the top of this screen, look for the Start Here link on left. You should see the syllabus there. It is important that you read it, ask questions. Then go to Table of Contents, Cyber Café, select Ready to Begin forum and let me know that you have read all of the material. Oh, and while you are in Café, add an introduction in the welcome forum. You are now ready to go.

OK, back to our conversation. In online courses, conversations are critical to our learning. The best way to learn is to join discussions, help explore a topic, thinking in depth. We won't solve issues, instead we will understand them at a deeper level. I use the term "we" because I am very involved. Also, you don't need to explain a theory in detail. Yes, I need to be able to see that you have read and understood the weekly readings (by citing and references). But just refer to the theories in your discussion of the topic. Once you've done that, the goal will be to initiate or join a discussion and help think about the question in depth (including yourself). One way to include self is to speak in the 1st person, include examples from your experiences. I will add my experiences so look at my posts as examples.

An important aspect of this course is the development of your critical thinking skills. How we conduct our discussions is as important as what we discuss. We will use examples from our collective experiences to take discussions further, think deeply. We will slow the process down, resist the temptation to have answers, practice the art of double loop learning, thinking about how we think.

This course is a bit different in that our goal is to show how the material helps to understand self. I will be engaged, modeling this approach so join my posts. Most organizations don't seem to have time to think deeply, instead seem to rush to solve and move on. I understand but here in MB520, we will slow down and think critically. You might never get a chance to experience this of take advantage of the opportunity.

Let me spend a minute on the requirement to add a question to the end of each post. I've mentioned the practice of thinking in depth rather than covering many topics. To do this, we will need to be curious, not only about the topic but curious about self. As we slow down and think about self, it might seem as though we are "describing the eyelash on a gnat". Be patient, there is a method to this approach. To do this, ask questions that will show curiosity about self and the topic (not about others). Resist asking questions about external things, things that take us away from the topic of self (for example, "What do you think about world hunger?"). If you have a question about self, by all means ask it (Hint: Look at my posts, think about them, join them. They have a purpose).

I mentioned above that you need to add an introduction. Go to the Cyber Café, look for the forum on introductions. Provide a brief word (who you are and why you are interested in this class) or anything else that you would like to add in that introduction (picture of a pet, picture of an

alligator). This sharing is not fluff, it is an important part of effective leading. By sharing aspects of self, we increase our knowing of each other, increase our trust, increase our potential for learning together.

I am looking forward to being with you. Please ask questions, let me know if something comes up in your life. Contact me with class email or better yet, use wakefieldgs@comcast.net (I can answer from the golf course, ha ha).

Welcome, let's learn and have fun doing it. Dr. Scott!

MBA Syllabus Template

SYLLABUS

MB ###

COURSE DESCRIPTION

COURSE OBJECTIVES

Upon completion of this course, you should be able to do the following:

1.

COURSE FORMAT

In this 10 week course, you will acquire the skills outlined in the Course Objectives through the following:

- 1. Readings from the textbook, journal articles, and credible websites.
- 2. Lecture notes
- 3. Case studies
- 4. Engagement in dialogue (relevant and productive discussion) with your fellow learners in the weekly discussion forums.
- 5. Written analyses / essays

COURSE AT-A-GLANCE

Week	Topic	To Be Submitted
1		
2		
3		
4		
5		
6		
7		
8		
9		

10

REQUIRED TEXTS



If you have any questions regarding your course materials, please contact your academ and/or our book vendor MBS Direct. You can reach MBS Direct at our website: http://bookstore.mbsdirect.net/sjcme.htm, or by phone at (800)-325-3252. Live chat an also available 24/7 (except posted holidays).

REQUIRED HBP MATERIALS (CASES/ARTICLES)

Required Harvard Business Publishing (HBP) materials should be purchased directly from Harvard Business Publishing. Please navigate to Start Here! under the Content tab in your Brightspace classroom for the course-specific link that will take you to where you can purchase the MB530 materials at student rates. Please contact your academic advisor with any questions or concerns. (Note that some Harvard Business Review journal articles (not case studies) may be available in PDF for online reading only (no downloads or copies permitted) from Wellehan Library).

REQUIRED ARTICLES – See Weekly Assignments

OPTIONAL SUPPLEMENTAL ARTICLES

SUPPLEMENTAL READING LIST

INTERNET RESOURCES

READINGS, ACTIVITIES, AND ASSESSMENTS

Week 1 **OUTCOMES / TOPICS**

READINGS

Internet Resources:

ACTIVITIES / ASSESSMENTS

- 2. Lessons Learned
- **Discussion Forum Participation**

PLEASE NOTE: All graded assignments should be submitted on the last day of the academic week in the corresponding Weekly Drop Boxes located in your course, unless instructed otherwise.

Saint Joseph's College

Week 2 OUTCOMES / TOPICS

READINGS

Internet Resources:

ACTIVITIES / ASSESSMENTS

PLEASE NOTE: All graded assignments should be submitted on the last day of the academic week in the corresponding Weekly Drop Boxes located in your course, unless instructed otherwise.

Week 3 OUTCOMES / TOPICS

READINGS

Internet Resources:

ACTIVITIES / ASSESSMENTS

- 1. Lessons Learned
- 2. Discussion Forum Participation

PLEASE NOTE: All graded assignments should be submitted on the last day of the academic week in the corresponding Weekly Drop Boxes located in your course, unless instructed otherwise.

(weeks 4-10 the same as for weeks 1-3)

SUGGESTED ACTIVITY RHYTHM

Week	WED	THU	FR	SA	SU	MO	TU
	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
1	Read and reflect. Post to Intro/Bio discussion forum thread.	Post to DFs.		Post to DFs.		Post to DFs.	Share Lessons Learned.
2-10	Read and reflect.	Post to DFs.		Post to DFs.		Post to DFs.	Share Lessons Learned.

GRADING

Discussion	
Written Assignments	
Final Assignment	
TOTAL	

Late assignments will receive a 10 percent penalty for each day late. If the assignment is more than two days late, it will not be accepted unless prior written agreement was obtained from the facilitator.

Rubrics

Rubrics for this course are located in the Course Rubrics folder in your online classroom.

Class Participation

For each Discussion Forum, you are expected to participate in the online discussion on three non-consecutive days per week at a minimum. For example: Wednesday / Friday / Sunday. You are expected to relate the reading to your experiences and to engage in both critical and creative thinking on the topics by exploring and entertaining mind-expanding questions that stretch the boundaries of what is accepted as "the way things are."

Written Assignments

All written assignments are not to exceed the maximum number of pages noted in the assignment's instructions, e.g., two (2) pages. Anything beyond the maximum number of pages will not be read. All submissions are to be Microsoft Word documents with one-inch margins, double-spaced, using 12-point Times New Roman font.

Reflective Journal

As a learning aide, it is recommended that you maintain a weekly three-column journal. The first column of your journal will contain a summary that captures the essence of the readings for each week. The second column will contain your reflective thoughts and mindful explorations on what you have read. The third column will help you to deepen understanding and build knowledge by asking you to synthesize your learning. Use the journal to develop and track causal connections between what you are reading and what you observe in your workplace.

Reflective Journal: Columns				
Summary of Key Points	 Ideas/concepts/theories that resonate. Words, thoughts, need not be complete sentences. Need to be clear and coherent. Need to be relevant. 			
Reflection on What was Read	Thinking about your thinking.Exploration of the mind.			

	 Intellectual inquiry; raising questions that stretch and challenge thoughts, critical thinking, asking how does this idea/concept/theory align with my experience or accepted practice? What is the underlying belief that is being challenged? How might this idea/concept/theory change what is commonly done?
Causal Connections	 Application Synthesis of concepts – seeking integration of (new) practice with theory. How & where could these principles be applied?

Grading Policies

The grading utilized in this course is the policy recorded in course catalog and in the Student Handbook, which can be found under the under the Student Resources Tab on the homepage of your online classroom.

PLEASE NOTE: If an extraordinary event in life gets in the way of your graduate school responsibilities, then you must notify your facilitator as soon as you determine that an event will happen that will inhibit you from participating at the required depth and level. Your facilitator is here to help you learn as much as you can and needs to know what is happening in order to facilitate your learning.

SUBMITTING ASSIGNMENTS

All graded assignments should be submitted on the last of each academic week through the corresponding weekly Drop Box located in your course, unless instructed otherwise by your facilitator. Attach your assignment in one document and upload to the Drop Box.

How Do I Access Disabilities Services?

Anyone who would like information or needs access to accommodations or services related to disabilities should contact the college's Accommodations Office. Please contact your Academic Advisor or refer to the Student Handbook for more information.

Institutional Learning Assessment

Institutional Outcomes: Faculty Senate Meeting Minutes-Approval of

1

Faculty Senate Minutes of February 18, 2015 Meeting

Attending: Lisa Ahearn, Sr. Michele Aronica, Nicholas Benfaremo, Robert Besch, Steven Bridge, Chris Callaway, Kimberly Clement, Joyce Coburn, Michael Connolly, Karen Croteau, Jim Dlugos, Ryan Dorland, Nina Eduljee, Mary Lynn Engel, Johan Erikson, Camilla Fecteau, Joan Flagg-Williams, Scott Fuller, Anthony Girlando, Terry Girouard, Mark Green, Thomas Hancock, Robin Henderson, William Hoyt, Patricia Ireland, John Kenneally, Vince Kloskowski, Emily Lesher, Walter Ludwig, Jonathan Malmude, Gail Marchigiano, Sharon Martin, Deacon John McAuliffe, Alan Moore, Laurie Murphy, Suzan Nelson, Michael Pardales, Kimberly Post, Amy Rady, Janice Rey, Lynne Robinson, Christopher Sullivan, Sr. Marilyn Sunderman, Gregory Teegarden, John Tuskan, Andrea Vianello, Twila Weiszbrod, Michelle Yates, Bill Yates, and Marion Young

The meeting was called to order at 4:49 P.M. by Senate President Mary Lynn Engel.

The opening prayer was offered by Lisa Ahearn.

Executive Committee Report and Announcements

The meeting began with a moment of silence for Dale Brooker's father who had passed away suddenly. Steve Bridge then proposed to approve the minutes from the January Faculty Senate meeting and it was seconded by Greg Teegarden. There were three abstentions and the minutes were approved.

President Dlugos then gave an administrative report. He began by discussing that due to concerns and after further consideration that we would not be participating in a co-branded MFA program with Maine Media Workshop at this time. However, he emphasized that SJC still has a great relationship with Maine Media Workshop and that we will continue to work with them in the future.

Jonathan Malmude then stated that there were some concerns about using the Austen Group to help determine the viability and cost analysis of our undergraduate and graduate programs as the company had not been vetted by the faculty. He stated that he believed this impacted shared governance and that the website of the Austen Group was not very impressive.

President Dlugos responded that the Austen Group is being commissioned to look at the relative cost of doing programs and that they are well known in higher education. He also noted that the faculty would need to vote to get rid of any programs. He stated that this was an attempt to improve the college and how various programs operate and that it was not meant to be a cost cutting initiative.

Dean Ireland then made some announcements. She began by mentioning that the previous month a team of SJC faculty had attended the AAC&U conference in DC and has learned a lot about

2

field assessment and e-Portfolios. She also announced the Study Away office would be having an informational session on March 2nd on the Second Floor of Alfond Hall.

Old Business

The learning outcomes were then brought up for discussion again as a follow up to Faculty Senate feedback from the January meeting. Steve Bridge began with an interactive example explaining the importance of the outcomes for both the on-campus and on-line college community. He went on to discuss the difference between program versus institutional outcomes. He reviewed the outcomes (see attached) and stated that the committee had changed wording for some of them based on Faculty Senate feedback and how the outcomes were intended to be incorporated into the overall student experience at SJC not every class per say. Discussions then ensued and below are some of the highlights.

Jonathan Malmude asked if students would be expected to demonstrate the outcomes in each individual program. Dr. Bridge responded that no and that each program would need to discuss how they would incorporate the learning outcomes into their programs. Sharon Martin then stated that she felt that outcome number 4 was actually 3 different outcomes. Dr. Bridge responded that they were all in the same orbit in that they all dealt with how the student interacts with the world. Dean Ireland stated that she felt that the last 2 concepts in outcome number 4 were expanding on the first. Sharon Martin asked how we would assess the outcome. Dr. Bridge responded that learning outcome number 4 could be assessed via a service learning project.

Greg Teegarden then advocated for a less rigid definition for each of the outcomes and to look at them as a means to determine what will the student have done while at SJC and use them as a guide for what students should be experiencing. Sister Marilyn Sunderman then stated that she felt for outcome number 4 we should view being a citizen as the umbrella and that is demonstrated by social justice and environmental stewardship.

The question was then called by Deacon John McAuliffe and it was voted that the question was called. Sister Michelle Aronica then proposed a motion to approve the learning outcomes and it was seconded by Greg Teegarden. Paper ballots were then distributed for a secret ballot and tallied by members of the Executive Committee. The final tally was 39 Yes, 4 No, and 2 Abstentions and thus the learning outcomes were approved.

New Business

Suzan Nelson began by providing an update from the Educational Policies Committee, which involved a proposal for a re-packaging of some of the on-line Theology classes in order to create a Masters in Divinity graduate degree. This would provide on-line students with the prerequisite programming for students planning to obtain the Doctor of Ministry degree and provide an advanced level graduate degree in addition to the Master of Arts in Theology. Deacon John

McAuliffe proposed a motion to approve the program and it was seconded by Johan Erikson. The program was passed unanimously.

Sister Michelle Aronica then provided an update from the Educational Standards Committee. She began by thanking everyone for the feedback regarding the restructuring of the student evaluations of instruction. She then went on to introduce the members of the course leveling subcommittee that was co-chaired by Johnathan Malmude and the members included: Gail Marchigiano, William Hoyt, and Lucas Bernacki. Johnathan Malmude then provided a statement about the charge of the committee. In sum, the committee is going to establish draft guidelines for course levels in order to help with course consistency and development. It was also mentioned that cross-disciplinary input was important in this process and that they would be sending out a survey via Survey Monkey as the goal of the committee is to have a draft to be voted on for the April Senate meeting.

Walter Ludwig then made announcements on behalf of the on-campus EPC. He stated that there needed to be a vote to change the current BFA colloquium hours from 12 to 8 and the program would no longer have a language requirement. The change passed unanimously.

Chris Callaway then made announcements on behalf of the Rank and Tenure Committee. Changes had been made to the Faculty Scholarship and Teaching Awards in that the units had been abolished and changed to shares including, each Tier 1 award will consist of four shares; each Tier 2 award will consist of two shares; and each Tier 3 awards will consist of one share. These changes were then approved unanimously by the Senate.

Announcements

Camilla Fecteau made an announcement for the Heartbeat concert, which is a musical group, comprised of Palestinian and Israeli youth.

Chris Callaway then mentioned his talk entitled "Imagining No Religion" that was to be on Tuesday, 3/3 at 7:00pm in the Alfond Auditorium.

Sister Marilyn Sunderman then announced her presentation on the spirituality of Catherine McAuley that was to be on Wednesday, 3/4 at 7:00pm in Alfond Hall 128.

Deacon John McAuliffe then asked for a motion to adjourn and it was seconded by Greg Teegarden.

Core Curriculum:

Approved Proposal Outline

Saint Joseph's College On-campus Undergraduate Studies Core Curriculum Proposal April 2, 2016

The core curriculum is a set of courses that reflects the College's vision of what it means to be an educated person. It is the heart of our baccalaureate education, and provides the grounding for the student's major course of study. The core curriculum's concentration on the liberal arts and science supports key parts of the College's mission: to "encourage students to explore widely the arts and sciences while they also prepare to lead ethical and meaningful lives" and to "enhance students' awareness of human dignity and the meaning of life". Moreover, the core curriculum supports several of the College's Institutional Learning Outcomes. Specifically:

- Identify and apply the ethical and moral dimensions of their particular field of study.
- Demonstrate effective communication skills in both written and oral formats.
- Engage in responsible citizenship, social justice, and environmental stewardship.
- Demonstrate critical thinking skills and the ability to analyze and evaluate information from diverse sources and perspectives.

Proposed Core Curriculum:

1. Foundations for College Level Thinking (2 courses)

- College Writing
- MA elective (or MA course required by major)

2. The Human Condition and the Human Story (6 courses)

- Modern Global History
- Intro to the Judeo-Christian Tradition
- Human Nature & Ethics
- Choose an elective from each of the following disciplines: HY, TH, and PH

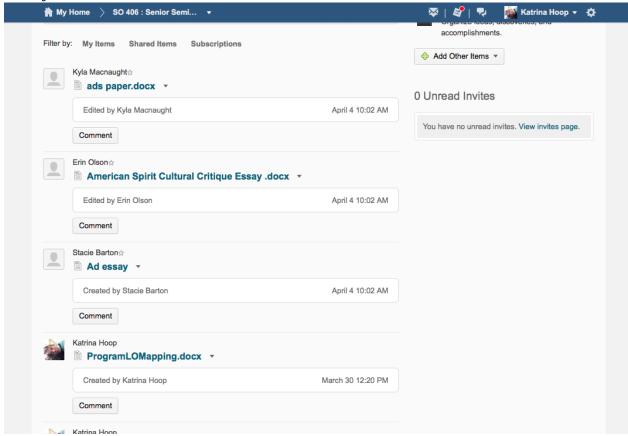
3. Nature and Society (2 courses)

- Ecology and the Environmental Challenge
- One additional course from a list of courses in natural or social science (see Appendix A)

4. Art, Creativity, and Self-knowledge (2 courses)

- EH english elective
- One additional course from list of courses in this area (see Appendix B)

e-Portfolio Screen Shot



Annual Program Review Template

ANNUAL ONLINE PROGRAM REPORT

Program Title (Grouping or isolating according to program type, undergraduate and graduate at the discretion of the PD)

2016-2018* Academic Year (*includes 2 years)

Report Submitted to the Dean of Undergraduate Studies

May 2018

The annual report provides significant information about a specific program that taken together with program reports over several years and viewed in light of other areas, serves as a reliable indicator of the program's relationship to the college's mission and strategic plan. The report furnishes documentation essential for making sound decisions, new strategies, and allocation of resources.

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Part I - Program Overview with Evaluation

STATEMENT/description	2017-18 Indicators/Evaluation
These statements are carried over from	
year to year, unless the program revises	Some of the indicators will be the same from
them.	year to year or altered slightly.
Balaw is where you state your program's	
Below is where you state your program's	
mission, vision, outcomes, and philosophy of	
education. If you don't have all of these,	
work with your colleagues to develop them.	
These are key for assessment and for	
program planning. Once you have done this	
work, these are unchanging from year to	
year, unless your program does a revision.	
MISSION	

What is the mission of your program?	
List mission here	

Program Accomplishments 2016-2018 (2-year period)

Program Faculty

List all faculty, including adjuncts, full-time with rank; changes in the status of faculty within this academic year (e.g., new faculty, promotions, tenure, longevity, retirements, resignation, faculty on sabbatical). *The Office of Academic Affairs will supply information on this.*

Faculty Name	Credential(s)	Rank	Longevity	Status

Student Accomplishments 2016-2018*:

This section is OPTIONAL. Complete only if you want to highlight student(s) accomplishment(s).

Program Strengths*

(list a few strengths of your programs—some can be repeated from last year, and add, if any new strengths from this year)

Program Metrics (5 Years) 2012-2017:

(enrollments are counted by course designation)

Indicators	14-15	15-16	16-17	17-18	18-19
Majors (if applicable)					
Minors (in applicable)					
On-campus courses offered					
Online courses offered					
Courses offered meeting core requirements					
Courses offered with a CBL component					
Courses offered with a Sustainability					
Indicators of Campus and Online Program					
Integration					
Students from campus programs enrolled					
in online courses					
Faculty from campus programs teaching					
online courses					
Courses delivered in multiple modalities					
(flipped, immersion, hybrid)					
Persistence / Graduation Rates					
Transfers, Articulations and Partners					
# of transfer students					
# of students with articulation agreements					
# of students from partners programs					

Part II Program (1) Needs, Challenges, and Opportunities and (2) Requirements and Strategies to Meet Them* (combination of last year's and this year's)

Goals for 2018-2019

STATEMENT/description of goals for 2018-	2018-2019 Indicators/Evaluation
<u>2019</u>	

Each year, review the past year's goals Reviewing this past year's goals and how they were met and develop goals for the coming year. Looking toward 2016-16, list goals below. This is not an exhaustive list, just highlights.	<u>LEAVE Column BLANK until May</u> <u>2019</u>
PRODUCTIVITY WITHIN THE DEPARTMENT List productivity goals for 2018-2019	
SERVICE TO THE DISCIPLINE, COLLEGE, AND COMMUNITY	
SERVICE TO THE STUDENTS .	
*OTHER GOALS	

Five Year Goals*

_(combination of last year's and this year's) Where do you want your program to be? These should be informed by data, trends, faculty strengths, institutional outcomes, institutional strategic plan, etc.

Part III- Budgetary Review & Planning

Enrollment Review & Analysis

Reports needed to complete this section.

Monthly / Quarterly course enrollment report by program

Monthly (semester) enrollment reports by course for faculty compensation (merged online and campus enrollments, unparsed)

- Due dates for report retrieval
- Timeframes for each report

Review of Previous Years Enrollment over time

(include any mid-year modifications made)

Enrollment Projections

(describe forecasting method; list assumptions)

Faculty Compensation Requirements

(dictated by projected schedule of offerings and/or enrollment estimates)

New Programs/Certificates/Courses/Redesign Budget Needs

Expense Budget

(conferences, QM training, travel related to recruitment and accreditation, special contracts, books, faculty conference, faculty development)

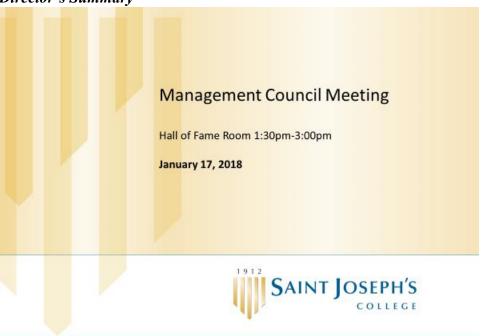
Dean

Department Comments:

Department Chair

Gradleaders Outcomes Survey

Director's Summary





Management Council Info Sharing

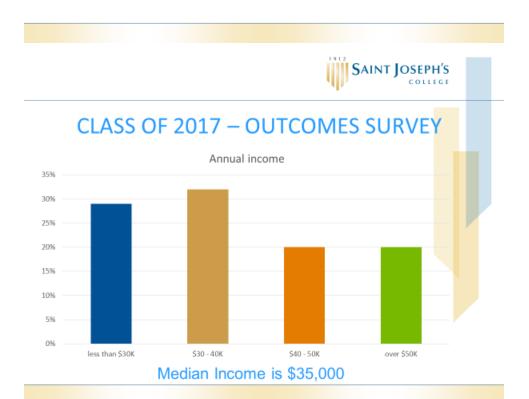
Outcomes for 2017 Graduates Connections

Steve McFarland, Director of Career Development



CLASS OF 2017 - OUTCOMES SURVEY

- 129 respondents of a graduating class of 241 (54% response rate)
- 90% employed 64% FT, 23% PT, 41% two jobs or more
- 16% seeking/enrolling in additional education
- Of the 61 who answered the question, 70% working in Maine, 12% in NH, 12% in MA, 6% other (CT, GA, DC)
- 66% sought employment near their hometown, 23% near SJC





CLASS OF 2017 – OUTCOMES SURVEY

- 129 respondents of a graduating class of 241 (54% response rate)
- 90% employed 64% FT, 23% PT, 41% two jobs or more
- 16% seeking/enrolling in additional education
- Of the 61 who answered the question, 70% working in Maine, 12% in NH, 12% in MA, 6% other (CT, GA, DC)
- 66% sought employment near their hometown, 23% near SJC



CLASS OF 2017 – OUTCOMES SURVEY

Resource	"Very Helpful" or "Helpful"	"Unhelpful" or "Very Unhelpful"	Never Used
Career Development Office	27%	10%	58%
Departmental Faculty/Staff	56%	12%	24%
Alumni	22%	8%	51%
Family Members	62%	9%	16%
Supervisor/co-workers	53%	7%	22%
Peers	55%	3%	22%



CLASS OF 2017 - OUTCOMES SURVEY

Download Real-time Reports

Individual Responses

Individual Responses (SPSS)

Income Breakdown

Industry and Job Function

Graduate Schools and Programs

MBA CSEA

Knowledge Rate Report (Response/Verified-Admin)

Knowledge Rate Report (Response/All-Admin)

Knowledge Rate Report (Verified-Admin/Response/Unverified-Admin)

NACE First Destination (Response/Verified-Admin)

NACE First Destination (Response/All-Admin)

NACE First Destination (Verified-Admin/Response/Unverified-Admin)

Full Report (PDF)



CONNECTIONS

- Percent of sophomores returning for their junior year this year was 71%.
- Percent of juniors returning for their senior year this year was 63%
- Percent of Connections participants 16-17 and 17-18 who either graduated or returned for their senior year is 98.4%

(Only 2 of 122 Connections participants have left SJC - one was an International Student).



CONNECTIONS

Group	Overall SJC Student Body	Connections Applicants
First Generation College Student	41%	27%
Pell Grant Eligible	36%	33%
Both First Gen and Pell Eligible	20%	16%





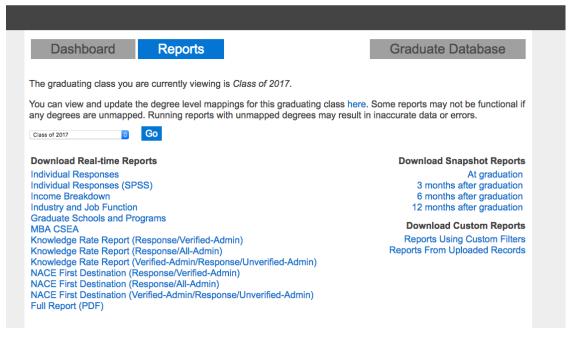


Sample Survey pages



Saint Joseph's College Support | Profile | Log Out

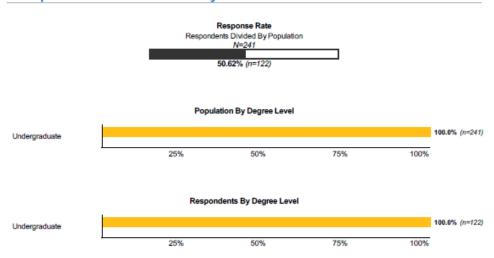




The **Outcomes** Survey

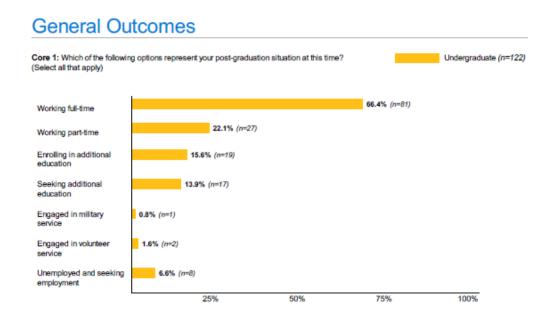


Response Rate Summary



The **Outcomes** Survey





The **Outcomes** Survey



General Outcomes

Core 2: Which of the options above would you identify as your primary status post-graduation?

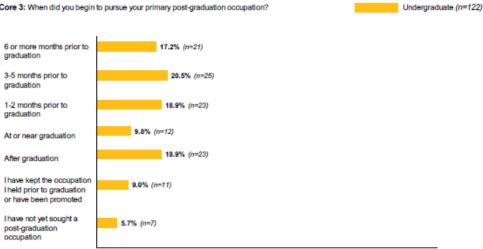
	Undergraduate n=122
Working full-time	63.1% (n=77)
Working part-time	15.6% (n=19)
Enrolling in additional education	10.7% (n=13)
Seeking additional education	5.7% (n=7)
Unemployed and seeking employment	4.9% (n=6)

The **Outcomes** Survey



General Outcomes



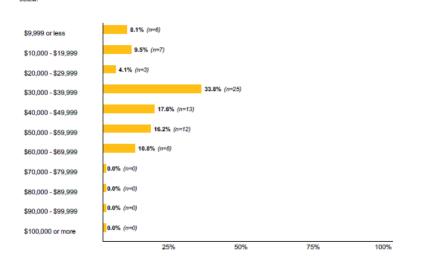


The **Outcomes** Survey



Occupation

Core 5: Please enter your expected total annual income, and if applicable, guaranteed bonus(es) Undergraduate (n=74)



Overall median income: \$36,000

Median income for Undergraduate students: \$36,000

To protect respondent confidentiality, median incomes have been rounded to the nearest \$500 interval.

New Program Request Form

Saint Joseph's College

New Program Request Form

Curriculum and Rationale:

- 1. Program Name:
 - Outline the curriculum.
- 2. Number of Credits for Program:
- 3. Rationale:
- 4. Program Description(s) that will appear in the catalog (write in present tense).
- 5. Admission requirements:

Outcomes and Integration:

6. How does the proposal align with institutional, program, and course outcomes? Using the following table, map the outcomes and show alignment.

Institutional Outcomes	Program Outcomes – must be measurable
Identify and apply the ethical and moral dimensions of students' particular field of study.	•
Demonstrate effective communication skills in both written and oral formats.	•
Demonstrate competency in programmatic content and career preparation through applied and/or experiential learning opportunities.	•
Engage in responsible citizenship, social justice, and environmental stewardship.	
Demonstrate critical thinking skills and the ability to analyze and	•

evaluate information from diverse sources and perspectives.		
7. Integration (Comment on how the academic plan, and existing program	e e	ntegrated with the SJC mission,
Planning, Resources, and Needs:		
8. Semester start date and timeline timeline out over a four-year cycle	-	urses (if applicable, map the
9. Needs Assessment/Anticipated for enrollment growth, and if proportheir admission requirements, tuition	osing a <u>program</u> , informatio	-
10. Accreditation Requirements (In this degree or major require NEAS	<u> </u>	on, or special requirements. Does
11. Impact on enrollment of other p	programs:	
12. Need for additional Faculty or and timeline for hiring):	Staff (Specify the number of	of new full and/or part time faculty
13. Additional Equipment/Facilitie	es needed:	
Signature of Chair or Progr	ram Director	Date
Signature of Dean		 Date

New Course Request Form

Saint Joseph's College New Course Request Form

1. Course Name:
 2. Course Level (e.g., 100, 200, 300, etc.); registrar will assign numbers: Sustainability Course
3. Number of Credits:
4. Rationale:
5. Course Description that will appear in the catalog (write in present tense).
6. Prerequisites:
Outcomes and Integration:
7. Expected Learning Outcomes Upon completion of this course, the student will be able to do the following:

8. How do the course outcomes align with institutional and program outcomes? Using the following table, map the outcomes and show alignment.

Institutional Outcomes	Program Outcomes	Course Outcomes – must meet <u>at</u> <u>least one</u> Institutional Outcome, but does not have to meet all.
Identify and apply the ethical and moral dimensions of students' particular field of study.	•	•
Demonstrate effective communication skills in both written and oral formats.	•	•
Demonstrate competency in programmatic content and career preparation through applied and/or experiential learning opportunities.	•	

•	Engage in responsible citizenship, social justice, and environmental stewardship.	•	•
•	Demonstrate critical thinking skills and the ability to analyze and evaluate information from diverse sources and perspectives.	•	•
	Planning, Resources, and	Needs:	
	10. Frequency of Offering: 11. Needs Assessment/Antipotential for enrollment gro 12 Major Requirer 13. Impact on enrollment of	r cycle): icipated Enrollment (Include wth) ment Elective f other courses: culty or Staff (Specify the nu	new course (if applicable, map the e projection of initial enrollment and Satisfies Core Requirements mber of new full and/or part time faculty
	Signature of person	developing course	Date
	Signature of Chair of	or Program Director	Date

Course Leveling

Course Leveling: Schema

February 17, 2015

Draft Levels Schema

Prepared by the Levels Task Force of the Educational Standards Committee

Preamble

The Educational Standards Committee (ESC) works to maintain and improve many dimensions of curricular structure, content, assessment, rigor, and delivery. The ESC in its work, revisited the process and components of student evaluation of faculty, the rigor report of two years ago and, currently, the College's longstanding (and conventional) practice of attributing one of four general levels courses in order to designate them as upper-level or lower-level. The fundamental origin, then, of this current ESC levels effort is the ESC's function of academic standards review.

Background

Saint Joseph's College has traditionally followed the common practice of designating courses as 100-, 200-, 300- and 400-level. These designations have carried the general meaning, within the separate departments and programs, of "lower level" (100-), "upper level" (400-), "higher-end of lower level" (200-) and "lower-end of upper level" (300-). In other words, the lower-division courses have been tagged as 100- and 200-level; the upper-division courses have been tagged as 300- and 400-level. Beyond these general meanings, the College has employed numbering sequences, such as 101 and 102 within levels to indicate a desirable or necessary order of learning and advancement. There are also non-sequenced runs of numbers within levels, so that only the general level is indicated.

Goals

In order to help clarify for faculty and students, the general guidelines for course structure, organization, and degree of course difficulty/rigor, a sub-committee of the Educational Standards Committee was established during the start of the 2014-2015 academic year. The purpose of the Levels Task Force of the Educational Standards Committee was to refine the general practice of levels-designation at the College by establishing a set of draft guidelines and characteristics for course levels, as an aid to curriculum planning, assessment, and administration, and, potentially, to support curricular initiatives and collaboration beyond our institution. Curricular consistency across our programs is a worthy goal, although one which is challenging to fulfill in a total and perfect way. A schema, such as the draft below, is not intended to be prescriptive, but rather represents an effort toward defining the complexity, rigor, and order of what we teach, in line with student needs and learning characteristics.

It is expected that this effort will support the rigor and developmental appropriateness of our courses, inform our course assessment, program review, and evaluation efforts. It would aid student applicants (including transfer students), promote interdisciplinary synergies, help with the active mentoring of our students and allow SJC to present a more coherent face to students, parents and the general community.

The purpose, goals and desired characteristics of the draft levels schema, produced by the levels task force of the ESC are in line with the paragraph above: (1) to support the rigor and developmental appropriateness of our curriculum; (2) to inform our assessment efforts; (3) to present a more coherent curricular presence to all of our stakeholders. Moreover, (4) our draft levels schema, when finally reviewed and refined by recommendations from departments and the faculty, would facilitate institutional outreach beyond the walls of our institution.

Models

Accordingly, the work of the ESC's levels task force has been informed by certain logical and reasonable academic models, particularly two comprehensive levels models, one from Southern Illinois University/Evansville (SIUE) and one from Hunter College of the City University of New York. Our model, similar to the SIUE model, in particular, seeks (1) stand-alone characteristics- descriptions of courses which do not, in the main, reference prerequisites; (2) characteristics-descriptions able to withstand the test of time, and (3) characteristics-descriptions with general application to all programs, departments or disciplines.

Also, as suggested to our ESC levels task force by Jim Dlugos, the task force reflected upon work from the Association of American Colleges and Universities (AAC & U), an interim summary report, dated around spring 2014, on the results of using VALUE rubrics to assess communication, quantitative reasoning and critical thinking.

The draft which follows is a cumulative schema. Each level incorporates the assumptions, expectations and outcomes of lower levels. The levels are also developmentally appropriate. They represent reasonable assumptions about student readiness. Finally, the discussions of our task force have been informed by our experiences in college classrooms and by documentary material, from other institutions, on levels standards and their potential applications.

Caveats

This draft levels schema is not intended to be prescriptive. The task force recognized at the start of this effort that not every course would fit the characteristics ascribed to its level; nor were the descriptions of course characteristics intended to drive how all courses are named or abstracted. The task force also recognized fully that some courses might be placed at certain levels for important reasons apart from their academic rigor, namely, for reasons of academic logistics. But, the paramount point to be made here is that this schema is meant to be a resource.

References

- * Hunter College Faculty Senate, "Guidelines for College-Wide Definition of Course Levels," March, 2008
- * Levels Task Force -SIUE, Southern Illinois University/Edwardsville, "A Proposal for the Definition of Course Levels," March, 2008.
- * Association of American Colleges and Universities (AAC & U), an interim summary report, dated around Spring 2014, on the results of using VALUE rubrics to assess communication, quantitative reasoning and critical thinking, per the VALUE database platform (https://www.1 taskstream.com/about/news/5-7-14) for benchmarking student learning. (In collaboration with State Higher Education Executive Officers Association-SHEEO)

Course Level Characteristics

Level 100

Courses with no prerequisites, survey courses, or courses defining basic concepts of a discipline; generally entry-level courses covering a broad topic that introduces the student to a subject

Assumptions

- No necessary exposure to discipline-specific, college-level, subject matter
- When specified, completion of remedial course work: language, quantitative, reading and writing skills
- 3. Achievement at an average Senior H.S. level
- 4. Possession of basic computer skills

Expectations

- Students can demonstrate appropriate enthusiasm and initiative for course work and in-class engagement.
- Students can ascertain a level of reading and logic, which allows for the recognition of main points and supporting evidence.
- 3. Students can develop and support positions that demonstrate unity and coherence.
- Students can exercise a level of quantitative reasoning ability using numerical data for problem solving.

- Students will transition from memorization to comprehension of data and concepts.
- 2. Students will recognize and practice academic integrity.
- Students will demonstrate the retrieval and integration of content-appropriate information using basic skills of information literacy.
- 4. Students will engage in basic analysis and interpretation of data in scientific and/or social contexts.
- 5. Students will possess a basic knowledge and language of the discipline.

Level 200

Courses with 100-level courses as prerequisites, courses of intermediate college-level difficulty

Assumptions

- 1. Accumulation of factual knowledge in the discipline continues
- 2. All necessary remedial and/or 100 level courses have been completed
- 3. Adequate communication, mathematical, and library skills for the discipline

Expectations

- Students can integrate material from 100 level courses into 200 level courses.
- Students can define terms and illustrate concepts within a discipline.
- Students can relate discipline-specific material to the outside world.
- 4. Students can utilize and interpret data.
- Students perform necessary practical skills such as science-lab preparation, physical education conditioning, or life drawing.
- Students demonstrate general enthusiasm and initiative for their academic work.

- Students will transition from comprehension to application and analysis of information.
- Students will demonstrate an ongoing awareness of social justice issues and how the issues apply to their discipline and related disciplines.
- Students will apply concepts from the discipline to relevant issues and policies.
- Students will consider their career-development strategies in ways consistent with their academic foci.
- Students will independently retrieve information about concepts related to the discipline using databases.
- Students will use and apply quantitative data to interpret formulas, graphs, tables, schematics, and draw inferences from them.
- Students will demonstrate written and oral communication skills, especially those used within a discipline.
- Students will perform practical skills in one's discipline such as laboratory and clinical work, art studio.

Level 300

Courses with 100 and 200 level course prerequisites, advanced courses, or courses primarily taken within a major or minor; specific or interdisciplinary advanced-level courses with in-depth coverage and/or a relatively fine focus.

Assumptions

- 1. Retain knowledge and skills from 100 & 200 level prerequisites
- Master and demonstrate a generalized grasp of cultural literacy at the post-secondary school level
- Communication, mathematical, library and researching skills, to actively engage inter- disciplinary issues and problems

Expectations

- Students can utilize technology and produce e-portfolios, videos, podcasts, survey results and econferences.
- Students can, on their own initiative, assimilate information from primary and secondary sources, and raw data, and present it with creativity and enthusiasm.
- 3. Students can seek out the work of established scholars in their field and related fields.
- Students can work collaboratively to address and solve problems.
- Students can begin to implement statistical and/or research methods.

- 1. Students will apply concepts to novel situations and real world problems.
- Students will use writing and speaking to communicate on a professional level.
- Students will define, illustrate, critique, and apply concepts/skills from the discipline.
- Students will align their current studies with postgraduate/pre-professional goals and options.
- Students will conduct preliminary research by developing an accurate thesis statement or research question.

Level 400

Courses with 200 & 300 level course prerequisites, advanced courses, capstone and internship courses; courses primarily taken within a major or minor; interdisciplinary advanced-level courses.

Assumptions

- Assimilated information, concepts, and skills from previous level courses
- 2. Applied interdisciplinary course material
- Have made significant, relevant references to recent and modern literature in selected fields, in related fields, and across fields
- Sample some material from the graduate and professional levels of the discipline, while displaying a summative grasp of the full college curriculum
- An ability to propose problems to be solved or products to create relating to a discipline

Expectations

- Students can utilize their own conceptual-skills platforms for their independent research, writing, study and professional career initiatives.
- 2. Students can apply and evaluate appropriate concepts, theories, and paradigms.
- Students can incorporate relevant material from their field, and related fields, into their academic work
- Students can model professionalism.

- Students will think critically and creatively in their course work, in sustained ways.
- Students will seek out and use upper-level College reading lists and bibliographies as well as outside, web-based and library-based, bibliographical resources.
- Students will produce high-quality research, writing, and oral presentations. They will be able to work as academic interns and mentored pre-professionals.
- Students will meaningfully evaluate connections among experiences outside of the classroom including but not limited to internships and field work experiences.
- Students will qualify for graduate study or professional employment.
- Students will fulfill assignments and projects in ways that enhance meaning and address ambiguity.

Saint Joseph's College

To Lindsay Gibson and the EPC

Re: course leveling and renumbering in the Sciences

From: Johan Erikson, Chair of Sciences

Date: late January, 2018

We have tackled the big task of course leveling as encouraged by the Senate's Educational Standards Committee. In the process, we are looking to renumber a very large fraction of the courses and labs with prefixes of BI (biology), CH (chemistry), MS (marine science), ES (environmental science), and PC (physics).

Our rational:

- 1) follow the schema for course leveling produced by Educ. Standards;
- 2) simplify
- 3) course numbers should be logical and informative

Specific situations with numbers noted in spreadsheet.

1. Bio, Chem, and ES each had courses with numbers of 40X for Special Topics. We find it awkward to have to explain that a 400-numbered class might have 100-level content in one offering, but 200-level content in a different offering.

What we propose:

Subdivision of Special Topics 40X into Special Topics 109, 209, 309, and 409, so that the appropriate level of the course can be indicated in the course number.

All of our Special Topics courses will be numbered X09, and no other courses will have the "09" ending.

- BI, CH, and ES will all use X09 to indicate Special Topics courses.
- 2. Sequential courses. We have several courses that are intended to be taken in sequence and as a pair. For example: BI101-102, CH103-104, and PC101-102.

What we propose: maintain sequential numbering of these paired courses.

3. MS (Marine Science): The MS prefix is rarely used, and thus is a bit of an orphan in the master schedule.

What we propose: elimination of the MS prefix, with all MS courses being renumbered and relabeled as ES courses.

4. Introductory courses for majors versus those intended for general education: currently nothing indicates which courses are intended for Science majors. For example, Concepts in Biology (BI110) does not satisfy any Sciences major requirement, but is numbered higher than Intro to Bio 101.

What we propose: create space in the 100-119 range for Sciences course for non-Science majors. This means that courses that are intended for Sciences majors start at 120. This also leaves room at the lower end for Sciences courses that will satisfy the new Core and probably not have a lab.

- 5. Elimination of several courses from the catalog. Those courses that can be eliminated have a strike-through on the titles.
- 6. Research Seminar. Up until recently, only Biology majors partook of BI406/407 Research Seminar. Now, some Chem and ES majors are taking this sequence and we are have to write course substitutions to allow a BI to count for a CH major. Here, we solve the problem by dual-listing BI406/407 as CH406/407 and ES406/407.
- 7. Research. The situation for Research (old ES401A/B and CH406/407) is the opposite of BI406/407 only ES and CH majors used to do independent research. That became a problem recently when a BI major wanted to do research outside of the traditional Bio Seminar course it meant that the BI major had to sign up for CH Research credits.

The solution is to dual list and make uniform the listing of Research courses. Therefore, we now have BI/CH/ES 420/421 as Research I & II.

8. Splitting up of Oceanography (MS/ES105) into ES115 Biological Oceanography and ES220 Field Oceanography. This has come about as a result of offering Oceanography both on campus and as part of the ESS. Over time, the content has evolved to suit the teaching venue.

ES115 Biological Oceanography is taught on campus. It is open to all students.

ES220 Field Oceanography is taught on the ESS, with an emphasis on physical and chemical oceanography.

While there is some overlap in content, it would be reasonable for a student to take, and get credit for, both of these courses, as their conent is sufficiently distinct.

9. Dual-listed courses: there are a few dual listed course. Some, such as Biochemistry, which is currently listed as BI318 and CH318, have the same course number. Others, such as Fisheries Oceanography, which is listed as BI360 and MS330, have different course numbers.

What we propose: renumber all dual-listed courses so they have the same course numbers; these are highlighted in green in the spreadsheet.

I look forward to your feedback.

- Johan

Course Leveling: Renumbering for the Sciences

			Course	e Leveling	Course Leveling and Renumbering for the Sciences (1/18)	for t	ne Scienc	eS (1/18)				
	BI (biology)				CH & PC (chemistry & physics)	(so)			ES (environmental science)			
ecific	specific Course Title	current #	# new #	specifi	specific Course Title	current# new#	new#	specific	specific Course Title	current# new#	new#	
1	Special Topics	B1404	BI109	П	Special Topics		CH109	2	Ecology & Enviro Challenge	ES300	ES100	
	Concepts in Biology	B1110	BI110	6	Research Science on Sebago Lake	CH107	CH110		Gulf of Maine Enviro by Sea Kayak ES106	ES106	ES106	
6	Biological Oceanography	B1105	BI115		Chem for the Health Sciences	CH105	CH120	1	Special Topics		ES109	
2/4	Intro Bio I	B1101	BI120	2	Principles of Chem I	CH103	CH130	6	Research Science on Sebago Lake	ES107	ES110	
2/4	Intro Bio II	BI102	BI121	2	Principles of Chem II	CH104	CH131	6	Biological Oceanography	ES105	ES115	
1	Special Topics	B1404	BI209	П	Special Topics		CH209	3	Field Methods	MS200	ES200	
2	A&PI	B1204	BI210		Survey of Organic Chem	CH206	CH220	1	Special Topics		ES209	
2	A&P II	B1205	BI211	2	Organic Chem I	CH200	CH230		Climate Change & Glacial Geology	ES210	ES210	
	Medical Microbiology	B1201	BI220	2	Organic Chem II	CH201	CH231		Limnology	ES215	ES215	
	Microbiology	B1203	BI230		Analytical Chem	CH202	CH240	3/8	Field Oceanography	MS105	ES220	
	Ecology	B1310	BI233	6	Environmental Chem	CH205	CH245		Hydrology	ES208	ES230	
	Genetics	B1302	BI235		Chemistry Seminar		CH305	3	Mar	15210	ES240	
6	Marine Benthie Ecology	BI210	BI240	1	Special Topics		CH309	6	Enviro Chem	ES205	ES245	
	Cellular Biology	B1315	BI245	2/9	Biochem I	CH318	СН330	3	Aquaculture	MS260	ES260	
1	Special Topics	B1404	BI309	2/9	Biochem II	CH319	CH331		Sem in Env Sci	ES301	ES301	
	Winter Ecology	B1300	BI310		Medicinal Chem		CH335	1	Special Topics		ES309	
	Ornithology	B1306	BI325		Advanced Inorganic Chem	CH305	CH340	3/9	Fisheries	MS330	ES335	
	Conservation Biology	B1320	BI327		Thermodynamics (old Physical Che CH303	EI CH303	CH345	2/6/9	Seminar & Research Thesis		ES406	
2/9	Biochemistry I	B1318	B1330	2/6/9	Seminar & Research Thesis		CH406	2/6/9	Seminar & Research Thesis		ES407	
5/9	Biochemistry II	B1319	BI331	2/6/9	Seminar & Research Thesis		CH407	1	Special Topics	ES404	ES409	
6	Fisheries Oceanography	B1360	B1335	1	Special Topics		CH409	7	Research 1	ES401A	ES420	
	Developmental Biology	B1308	BI340	7	Research 1	CH406	CH420	7	Research 2	ES401B	ES421	
	Physiology	B1305	BI345	7	Research 2	CH407	CH421					
	Evolution	BI3xx	BI350									
	Biology Internship	B1405	BI405									
5/6/9	h Thesis	B1406	B1406	2	Mechanics	PC101	PC120					
5/6/9	Seminar & Research Thesis II BI407	B1407	BI407	2	Electricity & Magnetism	PC102	PC121					
1	Special Topics	B1404	B1409					2	Sem in Enviro and Marine Sci	ES315		
7	Research 1	BI4xx	BI420					5	Advanced Marine Ecol	MS380		
7	Research 2		BI421					5	Senior Research A	MS401A		
								5	Senior Research B	MS401B		
								2	Special Topies	MS404		
2	Immunolgy	B1370										

Financial Planning SP Model to Current Actual

tua	ı															
		%68	11%		%89	25%		%8								
Actual	FY 17	\$ 33,065,710.00	\$ 3,906,778.00	\$ 36,972,488.00	\$ 25,989,734.00	\$ 9,503,137.00	\$ 35,492,871.00	\$ 2,995,979.00	\$ (1,516,362.00)		\$ 15,996,356.00	\$ 8,403,400.00	\$ 24,399,756.00	\$ 8,665,954.00	\$ 475,432.00	\$ 1,779,651.00
		95%	%8		93%	28%		%6								
SP model	FY 17	\$ 38,437,321.00	\$ 3,488,006.00	\$ 41,925,327.00	\$ 26,469,338.00	\$ 11,786,156.00	\$ 38,255,494.00	\$ 3,669,833.00	0							
		95%	%8		%89	24%		%8								
Actual	FY 16	\$ 34,474,457.00	\$ 3,155,096.00	\$ 37,629,553.00	\$ 25,565,913.00	\$ 9,132,623.00	\$ 34,698,536.00	\$ 2,841,743.00	\$ 89,274.00	000000000000000000000000000000000000000	\$ 15,441,606.00	\$ 8,740,983.00	\$ 24,182,589.00	\$ 10,291,868.00	\$ 396,715.00	\$ 1,513,223.00
		91%	%6		%59	27%		%8								
SP model	FY 16	\$ 35,213,583.00	\$ 3,451,791.00	\$ 38,665,374.00	\$ 25,042,424.00	\$ 10,535,018.00	\$ 35,577,442.00	\$ 3,087,932.00	0							
		93%	%		%89	72%		%								
Actual	FY 15	\$ 34,779,511.00	\$ 2,714,309.00	\$ 37,493,820.00	\$ 25,082,641.00	\$ 9,182,370.00	\$ 34,265,011.00	\$ 2,867,357.00	\$ 361,452.00		\$ 15,703,292.00	\$ 8,370,226.00	\$ 24,073,518.00	\$ 10,705,993.00	\$ 331,393.00	\$ 1,116,891.00
		95%	%		%29	72%		%								
SP model	FY 15	\$ 35,041,745.00	\$ 3,054,115.00	\$ 38,095,860.00	\$ 25,608,094.00	\$ 9,676,303.00	\$ 35,284,397.00	\$ 2,811,463.00	0							
													nue			
		Student Revenue	Other Revenue	Total Revenue	Compensation	Other Operating				:	campus tuition	room and board	campus student revenue	Online tuition	current year gifts	y rev
		Studen	Other F	Total R	Compe	Other (Capital	Results		campus	room a	campus	Online	current	auxillary rev

5 Year Strategic Plan

Appendix E Strategic Financial Plan Summary 2014 - 2019	2014 2015 Budget	2015 2016 <u>Projected</u>	2016 2017 Projected	2017 2018 Projected	2018 2019 Projected
Revenues	405.044.545	405 040 500	400 400 004	400 500 000	4
Student Revenues, net of aid	\$35,041,745	\$35,213,583	\$38,437,321	\$39,508,339	\$41,898,678
Gifts, Grants, and Releases	\$1,441,745	\$1,504,951	\$1,568,105	\$1,618,105	\$1,668,105
Investment Income Other	\$350,390	\$199,859	\$167,919	\$163,839	\$167,539
Total Revenues	\$1,261,980 \$38,095,861	\$1,746,981 \$38,665,374	\$1,751,982 \$41,925,327	\$1,857,108 \$43,147,392	\$1,862,362 \$45,596,685
Expenditures, Natural Classification Groups	+ <u>==,==,==</u>	+===	<u> </u>		,,,
Compensation					
Salaries & Wages	\$20,399,157	\$20,050,841	\$21,156,807	\$21,583,647	\$22,001,076
Benefits	\$5,208,937	\$4,991,583	\$5,312,531	\$5,461,923	\$5,616,045
Total Compensation	\$25,608,094	\$25,042,424	\$26,469,338	\$27,045,570	\$27,617,121
General Operating Costs	\$8,301,751	\$8,676,455	\$9,350,638	\$9,818,347	\$10,032,651
Utilities	\$1,199,552	\$1,154,291	\$1,282,398	\$1,400,708	\$1,431,864
Contingency	\$175,209	\$704,272	\$1,153,120	\$1,382,792	\$1,675,947
Total Expenses & Other Outflows	\$35,284,606	\$35,577,442	\$38,255,494	\$39,647,417	\$40,757,583
EBIDTA	\$2,811,254	\$3,087,932	\$3,669,833	\$3,499,975	\$4,839,102
Debt Service	\$1,848,315	\$1,843,653	\$2,620,447	\$2,601,752	\$2,567,709
Cash Flows Before Capital	\$962,939	\$1,244,278	\$1,049,386	\$898,223	\$2,271,392
Annual Allotment, funded by Operating					
Budget/Reserves*	\$925,000	\$979,500	\$1,088,500	\$1,252,000	\$1,470,000
subtotal	\$37,939	\$264,778	(\$39,114)	(\$353,777)	\$801,392
New Capital Projects	\$5,575,000	\$425,000	\$42,200,000	\$100,000	\$1,100,000
Cash Flows After Capital	(\$5,537,061)	(\$160,222)	(\$42,239,114)	(\$453,777)	(\$298,608)
Debt Service Coverage Ratio (min 1.2)	1.5	1.7	1.4	1.3	1.9
Other Information					
Interest Expense	\$875,271	\$838,862	\$1,450,382	\$1,391,458	\$1,344,755
Depreciation	\$1,928,000	\$1,974,250	\$2,020,500	\$2,066,750	\$2,113,000
Accounting Income **	\$7,983	\$274,819	\$198,951	\$41,767	\$1,381,347
Proforma Sources					
Proforma Borrowing	\$0	\$0	\$12,500,000	\$0	\$0
Quasi Endowment	\$5,575,000	\$425,000	\$0	\$0	\$0
Difference: Other Sources Required					
Philanthropy, bridge loans	\$0	\$0	\$29,700,000	\$100,000	\$1,100,000