

ST. MARY'S COLLEGE OF MARYLAND

PROGRAM DESCRIPTION

St. Mary's College of Maryland is an independent public institution in the liberal arts tradition. As a state college, St. Mary's is committed to the ideals of affordability, access, and diversity. As Maryland's public honors college, St. Mary's offers a liberal arts education and small-college experience like those found at exceptional private colleges. Largely residential, St. Mary's College of Maryland awards the bachelor of arts degree in 22 disciplines, a student-designed major, and a Master of Arts in Teaching degree.

MISSION

Designated a public honors college, St. Mary's College of Maryland seeks to provide an excellent undergraduate liberal arts education and small-college experience: a faculty of gifted teachers and distinguished scholars, a talented and diverse student body, high academic standards, a challenging curriculum rooted in the traditional liberal arts, small classes, many opportunities for intellectual enrichment, and a spirit of community.

VISION

We aspire to continue matriculating a highly qualified, diverse student body, maintaining access by meeting all documented financial need. We plan to maintain or strengthen the quality of instructional offerings; in particular to implement the curricular proposals embodied in the Honors College plan approved by the faculty; to increase the effectiveness of academic support resources with emphasis on improving information technology services; to enhance the quality of co-curricular and extra-curricular student life; to improve the efficiency of and service provided by administrative units; and to maintain or improve our physical plant facilities to accommodate these goals.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

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

Objective 1.1 80 percent of the graduating class will participate in a one-on-one learning experience. This is typically fulfilled through a St. Mary's Project, directed research, independent study, or credit-bearing internship.

	2012	2013	2014	2015
Performance Measures	Actual	Actual	Estimated	Estimated
Outcome: Percent of the graduating class successfully completing a one-on-one learning experience	79% ¹	78%	78%	78%

Objective 1.2 Maintain a full-time faculty of which 95 percent are tenured or tenure-track and 98 percent have terminal degrees.

	2012	2013	2014	2015
Performance Measures	Actual	Actual	Estimated	Estimated
Input: Percent of all full-time faculty who are tenured or tenure-track	99% ¹	92%	95%	95%
Percent of all full-time faculty who have terminal degrees	99% ¹	97%	98%	98%

Objective 1.3 Maintain an environment that promotes individual contact between faculty and students by maintaining a student-faculty ratio of no more than 12 to 1 and average class size to not exceed 15.

	2012	2013	2014	2015
Performance Measures	Actual	Actual	Estimated	Estimated
Outcome: Undergraduate student to faculty ratio (IPEDS calculation)	11:1	10:1	10:1	11:1
Average undergraduate class size	12.5	12.2	12.3	12.3

¹ Data updated.

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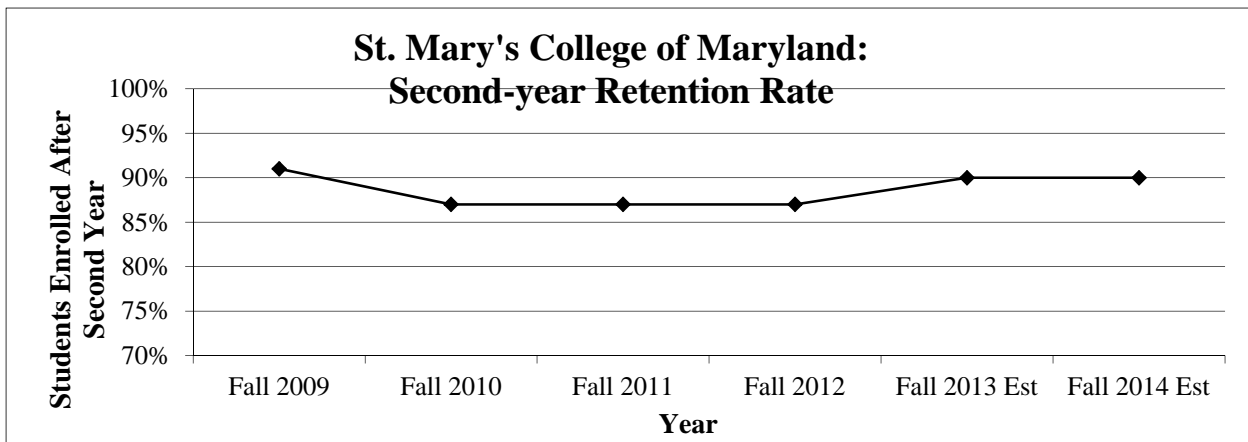
Goal 2. Recruit, support, and retain a diverse and qualified group of students, faculty and administrative staff who will contribute to and benefit from the enriched academic and cultural environment provided by St. Mary's.

Objective 2.1 Recruit a qualified and diverse entering class with the following attributes of the entering class: Median verbal and math combined SAT score of at least 1250, average high school grade point average (GPA) of at least 3.40 (4 point scale), minority enrollment of at least 25 percent, out of state student enrollment of at least 20 percent, students from first generation households enrollment of at least 20 percent, and Pell grants disbursed during their first year student enrollment of at least 20 percent

Performance Measures	2012	2013	2014	2015
	Actual	Actual	Estimated	Estimated
Input: Median (verbal and mathematics combined) SAT scores of first year entering class	1,220	1,210	1,190	1,210
Average high school GPA	3.32	3.34	3.10	3.34
Entering first year class who are minorities	19%	17%	27%	17%
Entering first year class who originate from outside of MD	13%	15%	10%	15%
Entering first year class who come from first generation households	19%	15%	19%	15%
Entering first year class receiving Pell Grants disbursed	20%	12%	24%	12%

Objective 2.2 Maintain 4-year graduation rates for all students (75 percent), all minorities (63 percent), African-American students (55 percent), all first generation students (70 percent), and all student with a Pell Grant disbursed during their first year (62 percent). Maintain 6-year graduation rates for all students (82 percent), all minorities (74 percent), African-American students (71 percent), all first generation students (80 percent) and all Pell Grants disbursed during their first year (70 percent).

Performance Measures	2012	2013	2014	2015
	Actual	Actual	Estimated	Estimated
Outcome: Four-year graduation rate for all students	73%	67%	65%	66%
Four-year graduation rate for all minorities	61%	58%	54%	52%
Four-year graduation rate for African-American students	54%	54%	40%	42%
Four-year graduation rate for all 1 st generation students	71%	63%	57%	63%
Four-year graduation rate students with a Pell Grant disbursed during their first year	59%	42%	54%	52%
Six-year graduation rate for all students	81%	79%	81%	76%
Six-year graduation rate for all minorities	68%	69%	78%	78%
Six-year graduation rate for African-American students	63%	70%	74%	83%
Six-year graduation rate for all 1 st generation students	79%	73%	83%	73%
Six-year graduation rate students with a Pell Grant disbursed during their first year	57%	64%	80%	62%



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Objective 2.3 The first to second-year retention rate will be 90 percent.

	2012	2013	2014	2015
Performance Measures	Actual	Actual	Estimated	Estimated
Outcome: First to second-year retention rate	87%	87%	90%	90%

Objective 2.4 The College will strive for diversity in the faculty and staff so that the composition reflects the aspired diversity of the student body. The aspirant goal for full-time faculty and staff will be: all minorities (15 percent & 28 percent), and women (50 percent & 50 percent).

	2012	2013	2014	2015
Performance Measures	Actual	Actual	Estimated	Estimated
Input: Percent minority of all full-time tenured or tenure-track faculty	12%	14%	16%	16%
Percent women of all full-time tenured or tenure-track faculty	46%	47%	46%	46%
Percent minority of all full-time (non-faculty) staff	27%	25%	23%	23%
Percent women of all full-time (non-faculty) staff	55% ¹	56%	57%	57%

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

Objective 3.1 68 percent of student needs is met by awarding any need-based aid.

	2012	2013	2014	2015
Performance Measures	Actual	Actual	Estimated	Estimated
Outcome: Percent of full-time degree-seeking student need met by awarding need-based aid	64%	65%	67%	67%

Objective 3.2 Create a sustainable strategy through institutional need-based awards and connecting students to external scholarships and grants to allow for an average need-based award of \$9,975.

	2012	2013	2014	2015
Performance Measures	Actual	Actual	Estimated	Estimated
Outcome: Average need-based scholarship and grant award for those awarded need based aid	\$9,345	\$9,703	\$10,012	\$10,012

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

Objective 4.1 80 percent of graduating seniors will have performed voluntary community service while at SMCM.

	2012	2013	2014	2015
Performance Measures	Survey Actual	Survey Actual	Survey Estimated	Survey Estimated
Outcome: Percent of graduating seniors who will have performed voluntary community service while at SMCM	73%	75%	75%	75%

Objective 4.2 60 percent of graduating seniors will have participated in a paid or unpaid internship.

	2012	2013	2014	2015
Performance Measures	Survey Actual	Survey Actual	Survey Estimated	Survey Estimated
Outcome: Percent of graduating seniors who fulfilled a paid or unpaid Internship	55%	50%	50%	50%

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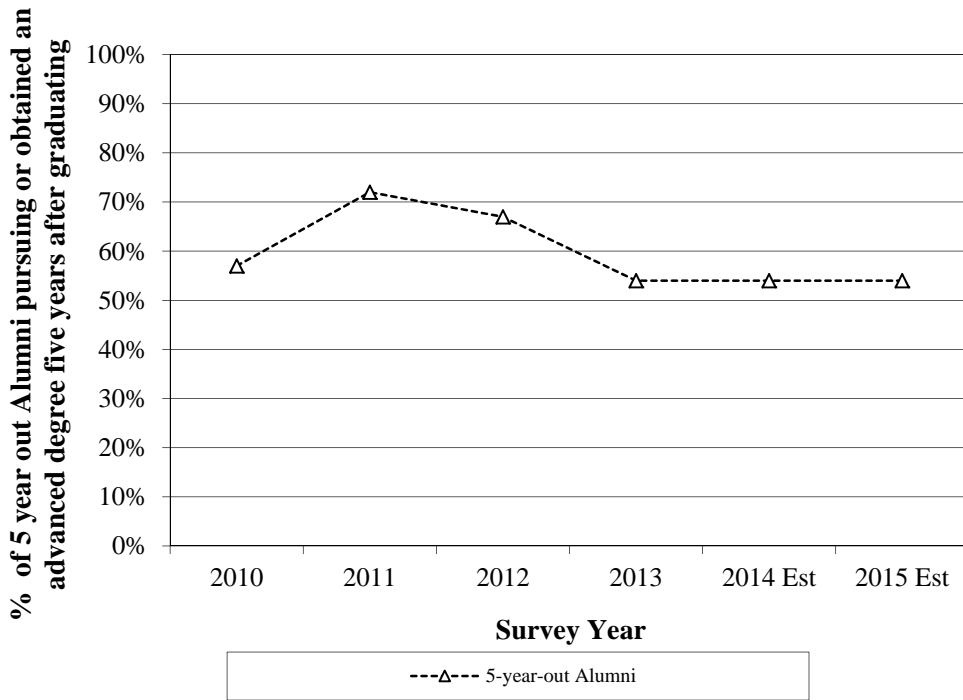
Objective 4.3 The rate of employment among five-year out alumni will exceed 95 percent.

Performance Measures	2012 Survey Actual	2013 Survey Actual	2014 Survey Estimated	2015 Survey Estimated
Outcome: Employment rate of five-year-out alumni	90%	95%	95%	95%

Objective 4.4 At least 65 percent of the five-year-out alumni of St. Mary's College of Maryland will pursue an advanced degree.

Performance Measures	2012 Survey Actual	2013 Survey Actual	2014 Survey Estimated	2015 Survey Estimated
Outcome: Percent of alumni pursuing or obtained an advanced degree five years after graduation	67%	54%	54%	54%

**St. Mary's College of Maryland:
Percentages of 5-year-out Alumni
pursuing or obtained an advanced degree five
years after graduating**



Goal 5. Obtain additional external funds to support institutional goals.

Objective 5.1 Grow endowment market value to \$35 million by fiscal year 2018.

Performance Measures	2012 Actual	2013 Actual	2014 Estimated	2015 Estimated
Outcome: Amount of endowment value (millions)	\$25.9	\$27.0	\$28.1	\$29.4

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Objective 5.2 Maintain total philanthropic commitments of \$3.5 million by fiscal year 2018.

	2012	2013	2014	2015
Performance Measures	Actual	Actual	Estimated	Estimated
Outcome: Annual total philanthropic commitments (millions)	\$3.4	\$3.8	\$3.5	\$3.5

Objective 5.3 Maintain scholarship philanthropic commitments of \$1 million by fiscal year 2018.

	2012	2013	2014	2015
Performance Measures	Actual	Actual	Estimated	Estimated
Outcome: Annual scholarship philanthropic commitments	\$1,599,180	\$2,227,478	\$1.5M	\$1.5M

Objective 5.4 Maintain the amount of annual federal funds and private grants at a minimum of \$2.5 million.

	2012	2013	2014	2015
Performance Measures	Actual	Actual	Estimated	Estimated
Outcome: Total dollars: federal, state, and private grants (millions)	\$3.4	\$2.7	\$3.1	\$3.0

Objective 5.5 Reach annual requested grant amounts of at least \$4.5 million.

	2012	2013	2014	2015
Performance Measures	Actual	Actual	Estimated	Estimated
Outcome: Dollar amount of annual grants requested by faculty (millions)	\$3.8	\$2.8	\$4.0	\$4.3

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Cost Containment

Significant cost containment actions adopted by the St. Mary's College of Maryland in and the level of resources saved:

• Elimination of Full-Time Positions and the Associated Fringe Benefit Expense	\$1,300,000
• Reductions in Contractual Employee Payroll Savings	\$210,000
• Reduction of Supplies (Office and Program Related)	\$ 57,221
• Savings Resulting from Reducing Travel	\$ 76,573
• Reduction of Nitze Fellowship Program	\$ 15,694
• Reduction of Oxford Program	\$ 81,094
• Deferment of Vehicle Replacement	\$ 48,000
• Reduced Number of Adjunct Courses for Physical Education	\$ 10,000
• Reduction of Library Acquisitions	\$ 50,000
• Extended Computer Lifecycle Replacement Period	\$ 39,000
• Renegotiation of Telephone Switch Contract	\$ 25,000
Total of cost containment initiatives:	\$2,631,500

ST. MARY'S COLLEGE OF MARYLAND

INSTITUTIONAL ASSESSMENT

Overview

Several significant changes and events have occurred at St. Mary's College of Maryland during the past year. Some of these include:

- The Chair of the Board of Trustees transitioned from Molly Mahoney Matthews to Gail Harmon.
- The College underwent a presidential transition with the departure of Dr. Joseph Urgo and the interim appointment of Dr. Ian Newbould at the end of the 2013 fiscal year.
- Dr. Tom Botzman, Vice President of Business and Finance accepted a presidential appointment to Misericordia University and Mr. Charles "Chip" Jackson was appointed the new Vice President of Business and Finance as of July 1, 2013.
- The state legislature provided additional funds for the College to freeze tuition for two years at the 2012/2013 tuition level.
- The state legislature provided performance funds to support the De Sousa Brent Scholars program.
- The Anne Arundel Hall replacement construction began Summer 2013.
- Campus wide efforts have been engaged to manage the \$3.5 million deficit based on low estimated Fall 2013 new student enrollments.
- The new strategic plan, targeted for implementation in May 2013, is currently being considered by the Board of Trustees with a new implementation set for fiscal year 2014.
- The campus initiated its 2015 decennial Middle States Commission on Higher Education reaccreditation self-study.
- St. Mary's College closed its facility in Alba, Italy, on January 1, 2013.
- The College completed a draft of the facilities master plan to address strategic and long-term space deficiencies in the arts and sciences.

The above should better prepare the College to meet the challenges of the coming years and to better serve the needs of the citizens of Maryland.

Note: Target dates in all objectives will be adjusted upon completion of St. Mary's College's revised strategic plan.

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

Strengths

St. Mary's College continues to maintain a high quality academic program by meeting Objective 1.3. A low student faculty ratio and small average class sizes combined with qualified tenured professors are essential in the success of achieving and maintaining a high quality academic program.

Challenges

Objective 1.1: The College has been challenged in its capacity to offer one-on-one instructional experience for the following two reasons. The St. Mary's Project, the senior year intensive one-on-one capstone has seen participation rates level off as it has become an optional way to fulfill the senior capstone experience by a number of departments. Additionally, there have been a number of faculty retirements who have been key supporters of providing directed study opportunities.

Objective 1.2: Late year resignations and a cost conscious approach to filling open positions based on the projected deficit for fiscal year 2014 have contributed to falling slightly short in our goals to have 95% of our faculty tenured or tenure track. However, the College projects returning to the targeted goal of 95% next year and beyond.

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

Strengths

Objective 2.2: The six year graduation rate shows strong performance in all categories and in particular as the College projects for 2014. Specific gains have been met in meeting six-year goals in the at-risk populations.

Objective 2.3: St. Mary's has maintained a high first to second year retention rate with a current projection to meet the goal of 90 percent at the end of the enrollment census in the fall of 2013.

Challenges:

Objective 2.1: For fall 2013, St. Mary's is falling short of its targeted goals of incoming students with a high level of academic preparation. Efforts have been underway to modify recruiting and financial aid packaging with some conflicting signs of success. On one hand, the overall enrollment for fall 2013 will be lower than expected, but the percentage of underrepresented students is projected to be at or near goal targets. Preliminary data indicates that our strategies for the fall 2013 incoming class may have a low yield in our total population but performed well in the underrepresented populations. Tuition affordability is an important issue that the College monitors through

the strategic administration of financial aid within the enrollment management cycle. St. Mary's continues to recruit academically talented students from populations with fewer resources. This requires the College to allocate financial aid to balance need-based awards with the College's capacity to keep pace with the expectations of students and families anticipating merit-based awards to offset the cost of tuition. The College continues to work hard to provide merit-based scholarships to attract academically talented students but this has contributed to the increase in costs that drive up tuition. St. Mary's College continues to analyze how to fulfill its dual mission to attract academically prepared students while insuring that the experience we provide is accessible to all, regardless of income.

Objective 2.2: While the six-year graduation rate is performing strongly, the four-year graduation rate has been performing under the desired level. The evidence shows that most first-time first-year students who do not graduate by the fourth year have been completing the next semester or by the end of the fifth rather than in year six. The College is developing interventions that will attempt to promote completion in four years to the populations most at risk. Retention, especially that of minority students, is a strength of St. Mary's and something that the College monitors carefully to ensure St. Mary's is providing an inclusive educational environment for all members of our campus community.

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

Strengths

Objective 3.1 and 3.2 have been nearly met as the College has focused meeting the financial needs of students.

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

Strengths

Objective 4.3: Alumni surveys indicate that 95% are employed after five years.

Challenges

St. Mary's prides itself in preparing students for life after college. Objectives 4.1, 4.2, and 4.4 reveal performances below target levels. The College has focused on community service (4.1) and promoting internships (4.2) and while we recognize we are falling short of our objectives in this goal we recognize that the targets are aspirant and that our current performance remains strong. The decline in the pursuit of graduate and professional degrees (4.4) from this past survey may be an indicator of the economic conditions confronting the graduates as additional graduates may be entering the workforce.

Goal 5: Obtain additional external funds to support institutional goals.

Strengths

The College is showing positive progress in achieving our endowment goals (5.1). Annual philanthropic commitments (5.2) are above the targeted goal of \$3.5M by \$400,000. Annual scholarship commitments reveal a successful year in 2013 with nearly \$2.3M committed largely due to a couple large commitments. External grant funding in dollars (5.4) experienced a dip in 2013 yet remained above the target goal and projections indicate similar performance.

Challenges

St. Mary's has recently increased its efforts to search for external grants (5.5). The goal of \$4.5M in requests is an aspirant goal and is supported by the addition of a new staff member dedicated to supporting this effort. Performance, however, has many uncontrollable variables and the granting environment, with federal tightening of research budgets, has had an effect on the number of grants and the amount attached to each grant.

SMCM Indicator	Indicator/Measure	Source*	Operational Definition	Special Timeframe Issues	Control*
1.1	Percent of the graduating class successfully completing a one-on-one learning experience	Institution	The percent of the graduating undergraduate class that has completed a St. Mary's Project (SMP), Directed Research, Independent Study, or a credit-based internship. This will include all students that have registered for classes with course numbers of 493, 494, 398, 498, and courses that end in 97 or 99 and MUSA courses that the first two digits are 38 and have received a grade of a D or higher. If students have completed more than one (i.e. SMP and Directed Research), they have only been counted once.	2013 Actual = Spring '13 grads	IRR
1.2	Percent of all full-time faculty who are tenured or tenure-track	Institution	The percent of full-time faculty (staff whose primary responsibility is instruction) who are either tenured or tenure-track out of all full-time faculty (staff whose primary responsibility is instruction). This includes faculty on sabbatical (or paid leave), but excludes their replacements.	2013 Actual = Fall '12	IRR
1.2	Percent of all full-time faculty who have terminal degrees	CDS IIa & f	The percent of all full-time faculty that have a doctorate or other terminal degree (MM or MFA). This includes faculty on sabbatical (or paid leave), but excludes their replacements.	2013 Actual = Fall '12	IRR
1.3	Undergraduate student faculty ratio	IPEDS Fall Enrollment	Students = Full-time students – graduate students (MAT) + 1/3* Part-time students Faculty = Full-time faculty – faculty exclusively teaching in graduate programs + 1/3 * (Part-time faculty + Administrators (other staff whose primary responsibility is not teaching))	2013 Actual = Fall '12	IRR
1.3	Average Undergraduate class size	Institution	The average class size for all classes. One on one, classes and class labs are all included. Cross listed classes that are listed as two separate administrative records have been combined into one record to reflect the instructor's viewpoint of the classroom.	2013 Actual = Fall '12	IRR
2.1	Median SAT scores of first year entering class	MHEC S-11	The median (midpoint) of SAT score of Critical Reading and Math for all first-time first-year undergraduate degree-seeking students who submitted SAT scores. Included information for ALL enrolled, degree-seeking, first-time, first-year students who submitted test scores. Partial test scores (e.g., mathematics scores but not critical reading for a category of students) or combined other standardized test results (such as TOEFL) are excluded. SAT scores are not converted to ACT scores and vice versa.	2013 Actual = Fall '12	IRR/Admissions
2.1	Average HS GPA	CDS C12	Average High School GPA of first-time first-year students that submitted a GPA. This GPA based upon the academic GPA of the student that excludes non-academic classes.	2013 Actual = Fall '12	IRR/Admissions
2.1	Percent of full-time entering first year class who are minorities	IPEDS Fall Enrollment Part A	Percentage of first-time, full-time degree-seeking first-year students that were minorities (Hispanic, non-Hispanic with at least one race that was not white) who were enrolled at the college as of the census (official reporting) date. Non-resident aliens and unknown students are excluded from the numerator and denominator.	2013 Actual = Fall '12	IRR
2.1	Percent of entering first year class who originate from outside of MD	CDS F1	Percent who are from out of state (exclude international/nonresident aliens from the numerator and denominator)	2013 Actual = Fall '12	IRR
2.1	Percent of entering first year class who come from 1st gen households	Institution	Percent of the first-time first-year students who come from first generation households. First generation students are defined as either parent completing the highest degree of either high	2013 Actual = Fall '12	IRR

SMCM Indicator	Indicator/Measure	Source*	Operational Definition	Special Timeframe Issues	Control*
			school or an associate's degree. Students are considered not first generation if at least one parent completed a baccalaureate degree or higher degree. Students where the parent's educational level is unknown are excluded from the numerator and denominator.		
2.1	Percent of entering first year class receiving Pell Grants disbursed	Institution	Percentage of first-time, full-time degree-seeking first-year students who had a Pell Grant disbursed to them during their first year at the college.	2013 Actual = Fall '12	IRR
2.2	Four-year graduation rate for all students	Institution	Percentage of first-time, full-time degree-seeking first-year students who graduated from SMCM within four years after matriculation.	2013 Actual = Fall '09 cohort graduating by Spring '13	IRR
2.2	Four-year graduation rate for all minorities	Institution	Percentage of first-time, full-time degree-seeking first-year students that were minorities (Hispanic, non-Hispanic with at least one race that was not white) who graduated from SMCM within four years after matriculation. Non-resident aliens and unknown students are excluded from the numerator and denominator.	2013 Actual = Fall '09 cohort graduating by Spring '13	IRR
2.2	Four-year graduation rate for African-American students	Institution	Percentage of first-time, full-time degree-seeking first-year students that were non-Hispanic and had one race that was only African American who graduated from SMCM within four years after matriculation. Non-resident aliens are excluded from the numerator and denominator.	2013 Actual = Fall '09 cohort graduating by Spring '13	IRR
2.2	Four-year graduation rate for all 1st generation students	Institution	Percentage of first-time, full-time degree-seeking first-year students that were first generation college students who graduated from SMCM within four years after matriculation. First generation students are defined as either parent completing the highest degree of either high school or an associate's degree. Students are considered not first generation if at least one parent completed a baccalaureate degree or higher degree. Students where the parent's educational level is unknown are excluded from the numerator and denominator.	2013 Actual = Fall '09 cohort graduating by Spring '13	IRR
2.2	Four-year graduation rate for students with a Pell Grant disbursed during their first year	Institution	Percentage of first-time, full-time degree-seeking first-year students who had a Pell Grant disbursed to them during their first year at the college who graduated from SMCM within four years after matriculation.	2013 Actual = Fall '09 cohort graduating by Spring '13	IRR
2.2	Six-year graduation rate for all students	IPEDS Graduation Rates / Institution	Percentage of first-time, full-time degree-seeking first-year students who graduated from SMCM within six years after matriculation.	2013 Actual = Fall '07 cohort graduating by Spring '13	IRR
2.2	Six-year graduation rate for all minorities	IPEDS Graduation Rates/ Institution	Percentage of first-time, full-time degree-seeking first-year students that were minorities (Hispanic, non-Hispanic with at least one race that was not white) who graduated from SMCM within six years after matriculation. Non-resident aliens and unknown students are excluded from the numerator and denominator.	2013 Actual = Fall '07 cohort graduating by Spring '13	IRR
2.2	Six-year graduation rate for African-American students	IPEDS Graduation Rates/ Institution	Percentage of first-time, full-time degree-seeking first-year students that were non-Hispanic and had one race that was only African American who graduated from SMCM within six years after matriculation. Non-resident aliens are excluded from the numerator and denominator.	2013 Actual = Fall '07 cohort graduating by Spring '13	IRR
2.2	Six-year graduation rate for all 1st generation students	Institution	Percentage of first-time, full-time degree-seeking first-year students that were first generation college students who	2013 Actual = Fall '07 cohort graduating by Spring '13	IRR

SMCM Indicator	Indicator/Measure	Source*	Operational Definition	Special Timeframe Issues	Control*
			graduated from SMCM within six years after matriculation. First generation students are defined as either parent completing the highest degree of either high school or an associate's degree. Students are considered not first generation if at least one parent completed a baccalaureate degree or higher degree. Students where the parent's educational level is unknown are excluded from the numerator and denominator.		
2.2	Six-year graduation rate for students with a Pell Grant disbursed during their first year	Institution	Percentage of first-time, full-time degree-seeking first-year students who had a Pell Grant disbursed to them during their first year at the college who graduated from SMCM within six years after matriculation.	2013 Actual = Fall '07 cohort graduating by Spring '13	IRR
2.3	Second-year retention rate	CDS B22	Percentage of first-time, full-time, degree-seeking first-year students who re-enrolled at SMCM one year after matriculation.	2013 Actual = Fall '11 cohort re-enrolled in Fall '12	IRR
2.4	Percent minority of all full-time tenured or tenure-track faculty	Institution	The percentage women out of all full-time tenured or tenure-track faculty (staff whose primary responsibility is instruction). Minority is defined as selecting either Hispanic or non-Hispanic with at least one race that was not white. Individuals who have self-reported that they are unknown or a non-resident alien (foreign) have been excluded from the numerator and denominator. This includes faculty on sabbatical (or paid leave), but excludes their replacements.	2013 Actual = Fall '12	IRR/HR
2.4	Percent women of all full-time tenured or tenure-track faculty	Institution	The percentage women out of all full-time tenured or tenure-track faculty (staff whose primary responsibility is instruction). This includes faculty on sabbatical (or paid leave), but excludes their replacements.	2013 Actual = Fall '12	IRR/HR
2.4	Percent minority of all full-time (non-faculty) staff	Institution	The percentage women out of all full-time staff (staff whose primary responsibility is not instruction). Minority is defined as selecting either Hispanic or non-Hispanic with at least one race that was not white. Individuals who have self-reported that they are unknown or a non-resident alien (foreign) have been excluded from the numerator and denominator.	2013 Actual = Fall '12	IRR/HR
2.4	Percent women of all full-time (non-faculty) staff	Institution	The percentage women out of all full-time staff (staff whose primary responsibility is not instruction).	2013 Actual = Fall '12	IRR/HR
3.1	Percent of student need met by awarding need-based aid	CDS H2i	On average, the percentage of need that was met of full-time degree seeking undergraduate students who were awarded any need-based aid. Exclude any aid that was awarded in excess of need as well as any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans, and private alternative loans)	2013 Actual = 2012-13 academic year (Final Data for CDS)	IRR/Financial Aid
3.2	Average need-based scholarship and grant award	CDS H2k	Average need-based scholarship and grant award of those full-time degree seeking undergraduate students who were determined to have financial need and awarded any need-based scholarship or grant aid.	2013 Actual = 2012-13 academic year (Final Data for CDS)	IRR/ Financial Aid
4.1	Percent of graduating seniors who report having done community service or volunteer work while at SMCM	Institution Undergraduate Senior Exit Survey	Percent of survey respondents answering "Yes" to the question: "While at SMCM, did you participate in volunteer or community service work?" Those that left the question blank were excluded from the numerator and denominator.	2013 Actual = Spring 2013 Senior Exit Survey of 2013 Undergraduate Students	IRR
4.2	% of graduating seniors who fulfilled a paid or unpaid internship	Institution Undergraduate Senior Exit Survey	Percent of the undergraduate graduating senior class that have responded "One", "Two", or "Three or More" to the question "How many internships did you participate in while at SMCM?" that responded to the senior exit survey. Those that	2013 Actual = Spring 2013 Senior Exit Survey of 2013 Undergraduate Students	IRR

SMCM Indicator	Indicator/Measure	Source*	Operational Definition	Special Timeframe Issues	Control*
			left the question blank were excluded from the numerator and denominator. Note: This does not have to be a credit bearing internship.		
4.3	Employment rate of five-year-out alumni	Institution 5 year out alumni survey	Percentage of survey respondents who are employed full-or part-time (excludes "not seeking" or those that left the question blank).	2013 Survey Actual = Summer 2013 5-year-out alumni survey of the undergraduate class of 2008	IRR/Advancement
4.4	Percent of alumni pursuing an advanced degree five years after graduating	Institution 5 year out alumni survey	Percentage of survey respondents reporting enrollment in or completion of a post-baccalaureate certificate, master's, post-master's certificate, doctorate or first-professional (J.D., MD, etc.) program within five years of graduation. Those that left the question blank were excluded from the numerator and denominator.	2013 Survey Actual = Summer 2013 5-year-out alumni survey of the undergraduate class of 2008	IRR/Advancement
5.1	Amount of endowment value (in millions)	IPEDS Finance Report	Sum of the College and Foundation Endowments (IPEDS Part H, Column 2, Line 02) for the specified fiscal year.	2013 Actual = FY12	IRR/Business Affairs/Advancement
5.2	Annual total philanthropic commitments	Institution	Based on alumni of record: solicited/donors Based on Commitments Report at FY end	2013 Actual = FY13	Advancement
5.3	Annual scholarship philanthropic commitments	Institution	Based on all current year commitments to scholarship & award funds	2013 Actual = FY13	Advancement
5.4	Total dollars: federal, state, and private grants	IPEDS Finance Report	IPEDS Finance Report, Part B, Lines 2, 3, 4, 13, 14, 15 and 16.	2013 Actual = FY12	IRR/Business Affairs
5.5	Dollar amount of annual grants requested by faculty (in millions)	Institution	Dollar amount of annual grants requested from the College by faculty. (This only includes College and not the Foundation.)	2013 Actual = FY13	Dean of Faculty's Office

Source and Control abbreviations:

IRR – Institutional Research & Reporting

IPEDS – Integrated Post-Secondary Education Data System

HR – Human Resources

MHEC S-11 – Maryland Higher Education Commissions SAT report