

# ST. MARY'S COLLEGE OF MARYLAND

## 1. MISSION

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

## 2. INSTITUTIONAL ASSESSMENT

### **FY16 Highlights**

Significant changes and events occurring at St. Mary's College of Maryland during FY16 included the following.

- The College developed an ambitious three-year strategic plan for 2016-2019, which was approved by the Board of Trustees in May 2016.
- Anne Arundel Hall construction was completed, and opened in August 2016 for the Fall 2016 semester. Anne Arundel Hall provides additional classroom, office, and laboratory space for Anthropology, International Languages and Cultures, Museum Studies, and Historic St. Mary's City.
- The College successfully finished its capital campaign to raise \$2.5 million in capital funds toward the \$76 million in state funding for a new academic building and athletic complex.
- The 2015 decennial Middle States Commission on Higher Education reaccreditation site visit was held in October 2015. The College was commended for its performance on many fronts and remains accredited. A warning was issued regarding one of the 14 standards, assessment of student learning, and this has resulted in an intensive and comprehensive reformulation of institutional assessment launched in February 2016. A Monitoring Report will be submitted to the Middle States Commission in March 2017 for consideration of removal of the warning status.
- Dr. Michael R. Wick has been appointed as the Provost and Dean of Faculty.
- Two new curricular offerings were approved: a cross-disciplinary minor in materials science, which combines aspects of physics, chemistry, biology, and mathematics; and an archaeology concentration within the existing anthropology major.
- The College approved the offering of Bachelor of Science (B.S.) degrees in six disciplines: biology, biochemistry, chemistry, computer science, physics, and psychology, beginning in 2016-17. Students in these disciplines will earn a B.S. instead of a Bachelor of Arts (B.A.).

- The College began a substantial upgrade to wired and wireless network infrastructure on campus, to increase coverage and capacity and improve network security in all academic and office buildings on campus.
- Men's and women's rowing were added as varsity sports to begin in Fall 2016.
- The College's Health Services office was combined with the Counseling and Psychological Services office to create an integrated Wellness Center that can provide more comprehensive care for students.

## **Analysis of Goals and Objectives**

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

#### *Strengths*

Objective 1.1: St. Mary's students continue to complete one-on-one learning experiences, including a number of high-impact practices, at high rates with some variability from year to year. The 2016-19 Strategic Plan includes a number of objectives related to expanding opportunities for high-impact practices and one-on-one learning experiences for all students, as we continue to strive toward the goal of 80%.

Objective 1.2: The College is committed to offering a rigorous curriculum taught by qualified faculty. The College has met or exceeded the targeted percent of full-time faculty who have terminal degrees for three of the past five years, and these full-time faculty teach the great majority of undergraduate credit hours as indicated by meeting or exceeding the target for the past two years.

Objective 1.3: St. Mary's College continues to maintain a high quality academic program. A low student faculty ratio combined with qualified full-time professors are essential in the success of achieving and maintaining a high quality academic program.

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

#### *Strengths*

Objective 2.1: The College was able to recruit a first-year class that exceeded the goal for the percentage of minority students for the third year in a row, and met the goal for those receiving Pell grants. Additionally, the College continues to attract a significant portion of its entering class from first generation college students, with the percentage remaining steady at 19% (just below the goal of 20%) for the last three years.

Objective 2.2: The four-year graduation rate for all first-year students has rebounded over the last two years and now shows strong performance in most categories. First-generation and Pell recipient students, two at-risk groups, showed particularly strong four-year graduation rates in

FY16 relative to the targets. The four-year graduation rate for minority students was at the highest level in six years.

*Peer Benchmarks:* Based on the most recent comparison data available (FY14), the College's overall four-year graduation rate (65%) far exceeded those of other public liberal arts colleges (COPLAC schools, average = 33%) and Maryland public four-year institutions (average = 28%), and are on par with peer institutions (average = 65%), many of which are private. (Source: IPEDS Data Center)

Objective 2.3: While the specific target for the first to second-year retention rate was not met in FY16, the rate has remained high and relatively stable for the past four years. Early estimates indicate that this rate will increase for the entering class (FY17).

*Peer Benchmarks:* Based on the most recent data available (FY15), the College's first-to-second year retention rate (86%) was well above those of other public liberal arts colleges (COPLAC schools, average = 75%) and Maryland public four-year institutions (average = 80%), and are on par with peer institutions (average = 85%), many of which are private. (Source: IPEDS Data Center)

Objective 2.4: The College continues to work toward its goal to maintain a diverse faculty and staff. Goals for gender equality among the faculty have been nearly met, and among the staff have been exceeded, for the past four years. The proportion of faculty who belong to minority groups has been steadily increasing over the past five years, while the proportion of minority individuals among full-time staff has been holding relatively steady close to the goal. Further increases are projected over the next two years as these objectives are integrated into the 2016-19 Strategic Plan.

Objective 2.5: The College has achieved and exceeded the target of an entering class that contains 20% transfer students, and this level is expected to increase slightly in the near future.

### *Challenges*

Objective 2.1: The median SAT scores of the entering class have continued to decline slightly in recent years. St. Mary's strives to use a holistic admissions process, prioritizing overall "fit" and multiple indicators of success rather than relying heavily on GPA and SAT scores alone. The College will continue to closely monitor the recent entering classes for signs of struggling students. Also, although the percentage of out-of-state students increased in FY16, the College continues to face challenges in recruiting and enrolling students from outside of Maryland. Several strategies have been implemented by the Offices of Admissions and Financial Aid to address this challenge, including more intensive recruitment efforts outside of Maryland; expanded use of social media; and critical examination of financial aid packages for out-of-state students.

*Peer Benchmarks:* Despite falling short of our own target for SAT scores, the median SAT score of St. Mary's entering students continues to exceed that of most other Maryland four-year institutions (FY16 average = 1021), and our students rank well against high school

seniors both in Maryland (FY16 average = 984) and nationwide (FY16 average = 1006).  
(*Source: MHEC 2016 Data Book*)

Objective 2.2: Nearly all six-year graduation rates, which are normally very strong, were lower than normal in FY16. As discussed in previous reports, the FA10 entering cohort appears to have been an anomalous class who displayed lower-than-normal persistence at multiple time points (first-to-second, third, and fourth year, and four-year graduation). Twenty-two of these students (5% of the cohort) are currently listed as on a leave of absence, leaving open the possibility that they may eventually return to earn a degree outside of the six-year period. Two groups from this cohort who demonstrated strong six-year graduation rates are Hispanic students, at 82% relative to a goal of 80%, and Pell grant recipients, at 69% relative to a goal of 68%. Both of these groups are projected to continue to show strong six-year graduation rates. The overall six-year graduation rate is projected to rebound in coming years as well.

*Peer Benchmarks:* Despite falling short of our own targets for six-year graduation rates, the most recent comparison data available (FY14) show that the College's overall six-year graduation rate (81%) has historically exceeded that of COPLAC institutions (average = 51%), Maryland public four-year institutions (average = 48%), and peer institutions (average = 74%). (*Source: IPEDS Data Center*)

Objective 2.6: The three-year graduation rate for transfer students was lower than the target this year, although past years have been at or above the target and projections indicate a return to the target of 60% in the next two years. We will continue to explore strategies to support transfer students and ensure their timely graduation, for example through the development of articulation agreements such as those already in place with multiple Maryland two-year institutions.

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

#### *Strengths*

Objective 3.1: This objective has consistently been met as the College has focused meeting the financial needs of entering first-time students.

Objective 3.2: These performance measures reveal that students receiving need-based aid in their first year at the College are successfully persisting at St. Mary's. While the specific performance targets were not all met this year, students receiving need-based aid performed on a level comparable to the overall student population with regard to first-to-second year retention, four-year graduation, and six-year graduation.

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

#### *Strengths*

Objectives 4.1 and 4.2: St. Mary's prides itself in preparing students for life after college.

Recently, the College has focused on community service (4.1) and promoting internships (4.2) and these efforts appear to be succeeding. Community service participation has risen sharply from levels over the past two years, and internships are on the rise as well although still short of the target.

Data regarding employment rates and graduate school attendance of five-year-out graduates will be available after our annual Alumni Survey is administered in Fall 2016.

### ***Response to Commission Assessment***

*The College is to be commended for meeting or exceeding many of the performance measures established for recruiting its freshman class in 2014. The College has set a goal of having at least 20% of the incoming class of freshmen come from families that live outside the state, yet this performance measure has fluctuated between 15% (fall 2012 incoming class) and 6% (fall 2014 incoming class). Please discuss the College's strategies for improving and sustaining performance on this indicator.*

As noted above (Objective 2.1), the College continues to face challenges in recruiting and enrolling students from outside of Maryland. Based on analysis of enrollment trends over the past several years, we have reset this goal to be 10% of the incoming first-year class. (This revision can be seen in the attached Managing For Results Excel template.) To reach this goal for the fall 2017 class, several strategies are in place, as described below.

- The admissions office has enhanced its recruitment of out-of-state students by reorganizing all counselor territories to include out-of-state responsibilities, resulting in an increase from two to seven counselors working with out-of-state students.
- Two new open house events have been added to the fall schedule this cycle. In addition to our two traditional fall open houses, we have added Discover St. Mary's Days on Columbus and Veterans Day. This will provide greater opportunities for all prospective students including out-of-state to visit and learn about SMCM.
- SMCM has signed a MOU with the country of Aruba to facilitate the enrollment of up to 20 new international students in the spring and fall of 2017. We will be attending their national college fair on November 3rd and 4th to build presence. Our first student from Aruba arrived this fall.
- College fair visits have been increased 37% from 70 in 2015 to 96 in 2016, a move designed to reach more potential SMCM prospective students for fall 2017. The additional fairs are in out-of-state locations that are considered prime targets. These areas include VA, DC, NC, Southeastern and Central PA, and NJ.
- The college has expanded its financial aid programs to provide additional scholarship opportunities for high achieving students from out-of-state. This includes Merit Scholarships and Visit Scholarships for applicants from out-of-state.

**Data Definitions and Control Procedures – St. Mary’s College of Maryland (R14)  
Updated August 2016**

<b>Objective</b>	<b>Timeframe</b>	<b>Indicator/Measure</b>	<b>Source</b>	<b>Operational Definition</b>
1.1	2016 Actual = Spring '16 grads  Frequency of Collection: Yearly	Percent of the graduating class successfully completing a one-on-one learning experience	Registrar	The percent of the graduating undergraduate class that has completed a one-on-one learning experience, defined as a St. Mary’s Project (SMP), Directed Research, Independent Study, a credit-based internship, or private musical instruction. This will include all students that have received a grade of D or higher in at least one of the following courses: XXXX493, 494, *97, *98, or *99; or MUSA28*/38*. Students who have completed more than one of these experiences have only been counted once.
1.2	2016 Actual = Fall '15  Frequency of Collection: Yearly	Percent of all full-time faculty who have terminal degrees	Human Resources	The percent of all full-time faculty (staff whose primary responsibility is instruction) who have a doctorate or other terminal degree (MM or MFA). This includes faculty on sabbatical (or paid leave), but excludes their replacements.
1.2	2016 Actual = Fall '15  Frequency of Collection: Yearly	Percent of undergraduate credit hours taught by full-time faculty	Registrar	The percent of all registered undergraduate credit hours taught by full-time faculty, whether tenured, tenure-track, or temporary. Cross-listed classes are combined and assigned to the primary instructor; non-credit laboratories and subsections are excluded.
1.3	2016 Actual = Fall '15  Frequency of Collection: yearly	Undergraduate student faculty ratio (IPEDS calculation)	Institutional Research	Students = Full-time undergraduate students + 1/3* (Part-time undergraduate students) Faculty = Full-time faculty – faculty exclusively teaching in graduate programs + 1/3 * ( Part-time faculty + Administrators or other staff teaching part-time)
2.1	2016 Actual = Fall '15  Frequency of Collection: yearly	Median SAT scores of first year entering class	Admissions	The median (midpoint) of SAT score (two-score, Critical Reading + 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. ACT scores are not converted to SAT scores.
2.1	2016 Actual = Fall '15  Frequency of Collection: Yearly	Average HS GPA	Admissions	Average High School GPA of first-time first-year students who submitted a GPA. This GPA is the unweighted academic GPA and excludes non-academic classes.

**Data Definitions and Control Procedures – St. Mary’s College of Maryland (R14)  
Updated August 2016**

<b>Objective</b>	<b>Timeframe</b>	<b>Indicator/Measure</b>	<b>Source</b>	<b>Operational Definition</b>
2.1	2016 Actual = Fall ‘15  Frequency of Collection: Yearly	Percent of full-time entering first year class who are minorities	Admissions	Percentage of first-time, full-time degree-seeking students who were minorities (Hispanic, non-Hispanic with at least one race that was not white) and who were enrolled at the college as of the census (official reporting) date. Non-resident aliens and unknown-race students are excluded from the numerator and denominator.
2.1	2016 Actual = Fall ‘15  Frequency of Collection: Yearly	Percent of entering first year class who originate from outside of MD	Admissions	Percentage of first-time, full-time degree-seeking students who are from out of state. International/nonresident alien students are excluded from the numerator and denominator.
2.1	2016 Actual = Fall ‘15  Frequency of Collection: yearly	Percent of entering first year class who come from 1st generation households	Admissions	Percentage of first-time, full-time degree-seeking students who were first generation college students. First generation students are defined as neither parent completing a degree higher than an associate’s degree. Students are not considered first generation if at least one parent completed a baccalaureate or higher degree. Students where the parent’s educational level is unknown are excluded from the numerator and denominator.
2.1	2016 Actual = Fall ‘15  Frequency of Collection: Yearly	Percent of entering first year class receiving Pell Grants disbursed	Office of Financial Aid	Percentage of first-time, full-time degree-seeking students who had a Pell Grant disbursed during their first semester at SMCM.
2.2	2016 Actual = Fall ‘12 cohort graduating by Summer ‘16  Frequency of Collection: Yearly	Four-year graduation rate for all students	Registrar	Percentage of first-time, full-time degree-seeking students who graduated from SMCM within four years after matriculation.
2.2	2016 Actual = Fall ‘12 cohort graduating by Summer ‘16  Frequency of Collection: Yearly	Four-year graduation rate for all minorities	Registrar	Percentage of first-time, full-time degree-seeking students who were minorities (Hispanic, non-Hispanic with at least one race that was not white), and who graduated from SMCM within four years after matriculation. Non-resident aliens and unknown-race students are excluded from the numerator and denominator.

**Data Definitions and Control Procedures – St. Mary’s College of Maryland (R14)  
Updated August 2016**

<b>Objective</b>	<b>Timeframe</b>	<b>Indicator/Measure</b>	<b>Source</b>	<b>Operational Definition</b>
2.2	2016 Actual = Fall ‘12 cohort graduating by Summer ‘16  Frequency of Collection: Yearly	(a) Four-year graduation rate for African-American students  (b) Four-year graduation rate for Hispanic students	Registrar	Percentage of first-time, full-time degree-seeking students who were (a) non-Hispanic and identified as African American or (b) Hispanic, and who graduated from SMCM within four years after matriculation. Non-resident aliens are excluded from the numerator and denominator. For (a), students who identified as African American plus another race are not included. For (b), students who identified as Hispanic plus another race are included as Hispanic.
2.2	2016 Actual = Fall ‘12 cohort graduating by Summer ‘16  Frequency of Collection: Yearly	Four-year graduation rate for all 1st generation students	Registrar	Percentage of first-time, full-time degree-seeking students who were first generation college students, and who graduated from SMCM within four years after matriculation. First generation students are defined as neither parent completing a degree higher than an associate’s degree. Students are not considered first generation if at least one parent completed a baccalaureate or higher degree. Students where the parent’s educational level is unknown are excluded from the numerator and denominator.
2.2	2016 Actual = Fall ‘12 cohort graduating by Summer ‘16  Frequency of Collection: Yearly	Four-year graduation rate for students with a Pell Grant disbursed during their first semester	Registrar	Percentage of first-time, full-time degree-seeking students who had a Pell Grant disbursed to them during their first semester at the college, and who graduated from SMCM within four years after matriculation.
2.2	2016 Actual = Fall ‘10 cohort graduating by Summer ‘16  Frequency of Collection: Yearly	Six-year graduation rate for all students	Registrar	Percentage of first-time, full-time degree-seeking students who graduated from SMCM within six years after matriculation.
2.2	2016 Actual = Fall ‘10 cohort graduating by Summer ‘16  Frequency of Collection: Yearly	Six-year graduation rate for all minorities	Registrar	Percentage of first-time, full-time degree-seeking students who were minorities (Hispanic, non-Hispanic with at least one race that was not white), and who graduated from SMCM within six years after matriculation. Non-resident aliens and unknown-race students are excluded from the numerator and denominator.



**Data Definitions and Control Procedures – St. Mary’s College of Maryland (R14)  
Updated August 2016**

<b>Objective</b>	<b>Timeframe</b>	<b>Indicator/Measure</b>	<b>Source</b>	<b>Operational Definition</b>
2.2	2016 Actual = Fall ‘10 cohort graduating by Summer ‘16  Frequency of Collection: Yearly	(a) Six-year graduation rate for African-American students  (b) Six-year graduation rate for Hispanic students	Registrar	Percentage of first-time, full-time degree-seeking students who were (a) non-Hispanic and identified as African American or (b) Hispanic, and who graduated from SMCM within six years after matriculation. Non-resident aliens are excluded from the numerator and denominator. For (a), students who identified as African American plus another race are not included. For (b), students who identified as Hispanic plus another race are included as Hispanic.
2.2	2016 Actual = Fall ‘10 cohort graduating by Summer ‘16  Frequency of Collection: Yearly	Six-year graduation rate for all 1st generation students	Registrar	Percentage of first-time, full-time degree-seeking students who were first generation college students, and who graduated from SMCM within six years after matriculation. First generation students are defined as neither parent completing a degree higher than an associate’s degree. Students are not considered 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	2016 Actual = Fall ‘10 cohort graduating by Summer ‘16  Frequency of Collection: Yearly	Six-year graduation rate for students with a Pell Grant disbursed during their first semester	Registrar	Percentage of first-time, full-time degree-seeking students who had a Pell Grant disbursed to them during their first semester at the college, and who graduated from SMCM within six years after matriculation.
2.3	2016 Actual = Fall ‘14 cohort re-enrolled in Fall ‘15  Frequency of Collection: Yearly	Second-year retention rate	Registrar	Percentage of first-time, full-time, degree-seeking first-year students who re-enrolled at SMCM one year after matriculation, as of the fall census date.
2.4	2016 Actual = Fall ‘15  Frequency of Collection: Yearly	Percent minority of all full-time tenured or tenure-track faculty	Human Resources	The percentage of minority individuals out of all full-time tenured or tenure-track faculty (staff whose primary responsibility is instruction). This includes tenured/tenure-track faculty on sabbatical (or paid leave). 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.

**Data Definitions and Control Procedures – St. Mary’s College of Maryland (R14)  
Updated August 2016**

<b>Objective</b>	<b>Timeframe</b>	<b>Indicator/Measure</b>	<b>Source</b>	<b>Operational Definition</b>
2.4	2016 Actual = Fall ‘15  Frequency of Collection: Yearly	Percent women of all full-time tenured or tenure-track faculty	Human Resources	The percentage of women out of all full-time tenured or tenure-track faculty (staff whose primary responsibility is instruction). This includes tenured/tenure-track faculty on sabbatical (or paid leave).
2.4	2016 Actual = Fall ‘15  Frequency of Collection: Yearly	Percent minority of all full-time (non-faculty) staff	Human Resources	The percentage of minority individuals 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.
2.4	2016 Actual = Fall ‘15  Frequency of Collection: Yearly	Percent women of all full-time (non-faculty) staff	Human Resources	The percentage of women out of all full-time staff (staff whose primary responsibility is not instruction).
2.5	2016 Actual = Fall ‘15  Frequency of Collection: Yearly	Percentage of entering fall class who are transfer students	Admissions	Percentage of degree-seeking students matriculating in the specified semester who are transfer students, i.e., have previously been enrolled as a degree-seeking student at another institution.
2.6	2016 Actual = Fall ‘13 transfer student cohort graduating by Summer ‘16  Frequency of Collection: Yearly	Three-year graduation rate for transfer students	Registrar	Percentage of transfer students (previously enrolled as degree-seeking at another institution) who graduated from SMCM within three years after matriculation at SMCM.
2.6	2016 Actual = Fall ‘12 transfer student cohort graduating by Summer ‘16  Frequency of Collection: Yearly	Four-year graduation rate for all transfer students	Registrar	Percentage of transfer students (previously enrolled as degree-seeking at another institution) who graduated from SMCM within four years after matriculation at SMCM.

**Data Definitions and Control Procedures – St. Mary’s College of Maryland (R14)**  
**Updated August 2016**

<b>Objective</b>	<b>Timeframe</b>	<b>Indicator/Measure</b>	<b>Source</b>	<b>Operational Definition</b>
3.1	2016 Actual = 2015-16 academic year  Frequency of Collection: Yearly	Percent of first-time student need met by awarding need-based aid	Office of Financial Aid	On average, the percentage of need that was met of first-time 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)
3.2	2016 Actual = Fall ‘14 cohort re-enrolled in Fall ‘15  Frequency of Collection: Yearly	First-to-second year retention rate for students receiving need-based aid in the first semester	Registrar	Percentage of first-time, full-time, degree-seeking first-year students who received need-based aid (Pell Grant and/or subsidized Stafford Loan) during their first semester at the college, and who re-enrolled at SMCM one year after matriculation, as of the fall census date.
3.2	2016 Actual = Fall ‘12 cohort graduating by Summer ‘16  Frequency of Collection: Yearly	Four-year graduation rate for students receiving need-based aid in the first semester	Registrar	Percentage of first-time, full-time degree-seeking students who received need-based aid (Pell Grant and/or subsidized Stafford Loan) during their first semester at the college, and who graduated from SMCM within four years after matriculation.
3.2	2016 Actual = Fall ‘10 cohort graduating by Summer ‘16  Frequency of Collection: Yearly	Six-year graduation rate for students receiving need-based aid in the first semester	Registrar	Percentage of first-time, full-time degree-seeking students who received need-based aid (Pell Grant and/or subsidized Stafford Loan) during their first semester at the college, and who graduated from SMCM within six years after matriculation.
4.1	2016 Actual = Spring 2016 anticipated graduating seniors  Frequency of Collection: Yearly	Percent of graduating seniors who report having done community service or volunteer work while at SMCM	Institutional Research	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.
4.2	2016 Actual = Spring 2016 anticipated graduating seniors  Frequency of Collection: Yearly	Percent of graduating seniors who fulfilled a paid or unpaid internship	Institutional Research	Percent of survey respondents answering “Yes” to the question: “While at SMCM, did you participate in an internship?” Those that left the question blank were excluded from the numerator and denominator. Note: This does not have to be a credit bearing internship.

**Data Definitions and Control Procedures – St. Mary’s College of Maryland (R14)**  
**Updated August 2016**

<b>Objective</b>	<b>Timeframe</b>	<b>Indicator/Measure</b>	<b>Source</b>	<b>Operational Definition</b>
4.3	2016 Survey Actual = Fall 2016 5-year-out Alumni Survey of the undergraduate class of 2011  Frequency of Collection: Yearly	Employment rate of five-year-out alumni	Institutional Research	2012, 2013 and 2016 data: Percentage of survey respondents who are employed full-or part-time (excludes “not seeking” or those who left the question blank). 2014 and 2015 data: Numbers of respondents not seeking employment were not available. Employment was assumed based on a positive answer to the “job category” question. Based on previous years’ data, 50% of those who did not answer the job category question were assumed to be not seeking employment and were therefore excluded from the denominator.
4.4	2016 Survey Actual = Fall 2016 5-year-out Alumni Survey of 2011 graduates, plus data from the Student Tracker service (National Student Clearinghouse)  Frequency of Collection: Yearly	Percent of alumni pursuing or obtained an advanced degree five years after graduating	Institutional Research	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. This data is supplemented with data on postgraduate enrollment obtained from the National Student Clearinghouse (NSC), with duplicates removed (no student is counted both from the Alumni Survey and the NSC data).

**Data Integrity:** The accuracy and reliability of the data is ensured using a two-step verification process. Data is maintained by the office that is responsible for entering the data (identified as “Source” above, i.e., admissions, financial aid, registrar, etc.) and is vetted at the time of reporting by the Institutional Research (IR) office. Inconsistencies or potential errors identified by the IR office are sent to the responsible office for verification and clean-up as necessary. Duplication of information is prevented by limiting write/edit permissions of institutional data to the responsible office.

**Reporting:** The performance measures reported in the MFR will be reported yearly. The information reported in the MFR will be made available via institutional reports, annual reports submitted to governing agencies, and an online data repository maintained by the office of Institutional Research. Distribution of this information will be determined by an individual’s relationship with the institution. Internal constituents will have access to the information via institutional reports and dashboards, and online. People external to the institution will have access to the information via the online repository of information. The reporting of institutional performance measures achieves three distinct things: (1.) it provides a resource for the institution in its strategic planning and resource allocation efforts, (2.) it serves as means for public performance accountability, and (3.) it ensures institutional transparency by providing comprehensive benchmarks and narratives related to performance for the institution and the public.

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