

# ST. MARY'S COLLEGE OF MARYLAND

## 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.

## 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.

Performance Measures	2012 Actual (SP12 grads)	2013 Actual (SP13 grads)	2014 Actual (SP14 grads)	2015 Actual (SP15 grads)
<b>Outcome:</b> Percent of the graduating class successfully completing a one-on-one learning experience <sup>5</sup>	77%	73%	79%	74%

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

Performance Measures	2012 Actual (FA11)	2013 Actual (FA12)	2014 Actual (FA13)	2015 Actual (FA14)
<b>Input:</b> Percent of all full-time faculty who are tenured or tenure track	99%	92%	94%	94%
Percent of all full-time faculty who have terminal degrees	99%	97%	100%	100%

**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.

Performance Measures	2012 Actual (FA11)	2013 Actual (FA12)	2014 Actual (FA13)	2015 Actual (FA14)
<b>Outcome:</b> Undergraduate student to faculty ratio (IPEDS calculation)	11:1	10:1	10:1	10:1
Average Undergraduate class size	12.5	12.2	12.3	12.1

**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:

- Median verbal and math combined score of at least 1250
- Average high school grade point average 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
- Pell grant disbursed during their first year student enrollment of at least 20 percent

<b>Performance Measures</b>		<b>2012 Actual (FA11)</b>	<b>2013 Actual (FA12)</b>	<b>2014 Actual (FA13)</b>	<b>2015 Actual (FA14)</b>
<b>Input:</b>	Median (V & M combined) SAT score of entering first year class	1220	1210	1190	1165
	Average HS GPA	3.32	3.34	--- <sup>2</sup>	3.39
	Percent of entering first year class who are minorities <sup>1</sup>	19%	17%	27%	33%
	Percent of entering first year class who originate from outside of MD	13%	15%	10%	6%
	Percent of entering first year class who come from 1 <sup>st</sup> gen households	19%	15%	19%	19%
	Percent of entering first year class receiving Pell Grants disbursed	20%	12%	25%	20%

**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 students 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 students with a Pell Grant dispersed during their first year (70 percent).

<b>Performance Measures</b>		<b>2012 Actual (SP12 grads)</b>	<b>2013 Actual (SP13 grads)</b>	<b>2014 Actual (SP14 grads)</b>	<b>2015 Actual (SP15 grads)</b>
<b>Outcome:</b>	Four-year graduation rate for all students	73%	67%	65%	70%
	Four-year graduation rate for all minorities <sup>1</sup>	61%	58%	58%	54%
	Four-year graduation rate for African-American students	54%	54%	43%	49%
	Four-year graduation rate for all 1 <sup>st</sup> generation students	71%	63%	58%	68%
	Four-year graduation rate for students with a Pell Grant disbursed during their first year	59%	42%	55%	64%
	Six-year graduation rate for all students	81%	79%	81%	78%
	Six-year graduation rate for all minorities <sup>1</sup>	68%	69%	80%	83%
	Six-year graduation rate for African-American students	63%	70%	77%	85%
	Six-year graduation rate for all 1 <sup>st</sup> generation students	79%	73%	84%	77%
	Six-year graduation rate for students with a Pell Grant disbursed during their first year	57%	64%	80%	67%

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

<b>Performance Measures</b>		<b>2012 Actual (FA11)</b>	<b>2013 Actual (FA12)</b>	<b>2014 Actual (FA13)</b>	<b>2015 Actual (FA14)</b>
<b>Outcome:</b>	First to second-year retention rate	87%	87%	90%	86%

**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 goal for full-time faculty and staff will be: all minorities (15 percent & 28 percent), and women (50 percent & 50 percent).

Performance Measures		2012 Actual (FA11)	2013 Actual (FA12)	2014 Actual (FA13)	2015 Actual (FA14)
<b>Input:</b>	Percent minority of all full-time tenured or tenure-track faculty <sup>1</sup>	12%	14%	17%	17%
	Percent women of all full-time tenured or tenure-track faculty	46%	47%	49%	47%
	Percent minority of all full-time (non-faculty) staff <sup>1</sup>	27%	25%	24%	23%
	Percent women of all full-time (non-faculty) staff	55%	56%	56%	57%

**Objective 2.5:** Ensure access for transfer students, particularly those from 2-year institutions. Achieve and maintain transfer students at 20% of the entering class each fall.

Performance Measures		2012 Actual (FA11)	2013 Actual (FA12)	2014 Actual (FA13)	2015 Actual (FA14)
<b>Input:</b>	Percent of entering fall class who are transfer students	16%	16%	20%	21%

**Objective 2.6:** Achieve and maintain degree completion rates of XX% for transfer students. (Target metric to be set as part of the strategic planning process during FY16.)

Performance Measures		2012 Actual (SP12 grads)	2013 Actual (SP13 grads)	2014 Actual (SP14 grads)	2015 Actual (SP15 grads)
<b>Outcome:</b>	2-year graduation rate for all transfer students	19%	17%	27%	21%
	3-year graduation rate for all transfer students	56%	61%	60%	61%
	4-year graduation rate for all transfer students	66%	71%	73%	67%

**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 need is met by awarding any need-based aid.

Performance Measures		2012 Actual (FY12)	2013 Actual (FY13)	2014 Actual (FY14)	2015 Actual (FY15)
<b>Outcome:</b>	Percent of full-time degree-seeking student need met by awarding need-based aid	64%	65%	71%	70%

**Objective 3.2** Support persistence to graduation of students receiving need-based aid at entry. Maintain first-to-second year retention rates (XX%), four-year graduation rates (XX%), and six-year graduation rates (XX%) of students receiving need-based aid in the first year. (Target metrics to be set as part of the strategic planning process during FY16.)

<b>Performance Measures</b>	<b>2012 Actual (FA11)</b>	<b>2013 Actual (FA12)</b>	<b>2014 Actual (FA13)</b>	<b>2015 Actual (FA14)</b>
<b>Outcome:</b> First-to-second year retention rate for students receiving need-based aid in the first year	85%	86%	91%	86%
	<b>(SP12 grads)</b>	<b>(SP13 grads)</b>	<b>(SP14 grads)</b>	<b>(SP15 grads)</b>
Four-year graduation rate for students receiving need-based aid in the first year	73%	63%	64%	70%
Six-year graduation rate for students receiving need-based aid in the first year	75%	71%	84%	76%

**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.

<b>Performance Measures</b>	<b>2012 Actual (SP12 grads)</b>	<b>2013 Actual (SP13 grads)</b>	<b>2014 Actual (SP14 grads)</b>	<b>2015 Actual (SP15 grads)</b>
<b>Outcome:</b> Percent of graduating seniors who will have performed voluntary community service while at SMCM.	73%	75%	62%	62%

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

<b>Performance Measures</b>	<b>2012 Actual (SP12 grads)</b>	<b>2013 Actual (SP13 grads)</b>	<b>2014 Actual (SP14 grads)</b>	<b>2015 Actual (SP15 grads)</b>
<b>Outcome:</b> Percent of graduating seniors who fulfilled a paid or unpaid internship	55%	50%	47%	40%

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

<b>Performance Measures</b>	<b>2012 Actual (SP07 grads)</b>	<b>2013 Actual (SP08 grads)</b>	<b>2014 Actual<sup>3</sup> (SP09 grads)</b>	<b>2015 Actual<sup>3</sup> (SP10 grads)</b>
<b>Outcome:</b> Employment rate of five-year-out alumni	90%	95%	92%	91%

**Objective 4.4** At least 50 percent of the five-year-out alumni of St. Mary's College of Maryland will pursue an advanced degree.<sup>4</sup>

<b>Performance Measures</b>	<b>2012 Actual (SP07 grads)</b>	<b>2013 Actual (SP08 grads)</b>	<b>2014 Actual (SP09 grads)</b>	<b>2015 Actual (SP10 grads)</b>
<b>Outcome:</b> Percent of alumni pursuing or obtained an advanced degree five years after graduation	67%	54%	44%	48%

### Endnotes

<sup>1</sup> The race and ethnicity classifications methodology changed starting with the 2011 Actual (Fall 2010) data. Prior years' data are not comparable to the 2011 Actual (Fall 2010) and beyond.

<sup>2</sup> Due to unforeseen circumstances in the collection of high school GPA for the Fall 2013 class data, this metric is unavailable.

<sup>3</sup> Due to issues encountered with the Spring 2014 and 2015 Alumni survey administration, these numbers have been partially extrapolated based on previous years' reports. Details are contained in the accompanying Data Definitions document.

<sup>4</sup> The target metric has been changed from 65% in previous years to 50%, beginning in 2015, to better reflect recent actual data and changing economic conditions.

<sup>5</sup> Errors in the calculation of this metric in past years were discovered and have been corrected.

# INSTITUTIONAL ASSESSMENT

## **FY15 Highlights**

Several significant changes and events occurred at St. Mary's College of Maryland during FY15. Some of these include:

- Dr. Tuajuanda C. Jordan completed her first year as President on July 1, 2015.
- The Board of Trustees voted to freeze tuition for a third consecutive year for in-state students, and for a second consecutive year for out-of-state students.
- The state provided year three of three years of performance funds to support the DeSousa-Brent Scholars program.
- The Anne Arundel Hall replacement project construction is underway with an expected completion date in 2016. This project will provide additional classroom, office, and laboratory space, and will enhance the College's joint programs with Historic St. Mary's City.
- The College finished its first year of a three-year capital campaign to raise \$2.5 million in capital funds in order to secure a matching \$70 million in state funding for a new academic building and athletic complex. To date, \$1.0 million has been raised.
- The College has stabilized enrollments, meeting its projections for the 2014-15 academic year. Estimates for Fall 2015 indicate enrollments will meet targets.
- The campus continued its 2015 decennial Middle States Commission on Higher Education reaccreditation self-study. The accreditation site visit is scheduled for late October 2015.
- Carolyn Curry has been appointed as the Vice President for Institutional Advancement. Laraine Glidden (Distinguished Professor of Psychology, Emerita) is serving as Acting Provost and Dean of Faculty during the search for a permanent replacement.
- The College launched a completely redesigned cloud-based web site with several upgrades and enhancements, including a mobile-friendly design, updated applications, and updated multimedia content.
- The College has recently completed Phase 1 of the traffic calming project on Route 5 to increase pedestrian, bicycle and motor traffic safety.
- The College has completed a two-year residence hall renewal project focused on modernizing residence halls including technology.
- The College has continued its commitment to access and affordability. Minority recruitment achieved an all-time high for the proportion of the Fall 2014 incoming class at 33 percent, and first-generation students account for 19% of the incoming class. The state funds targeted to extend the tuition freeze combined with the additional funds to reduce tuition by 8% in FY15 have had a positive impact on the cost to Maryland students.

## **Analysis of Goals and Objectives**

**Note:** Target dates and metrics in all objectives are subject to adjustment as the campus undertakes strategic planning in FY16.

### **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. In the coming year, the College will investigate the distribution of the different types of one-on-one experiences, and will continue to strongly encourage and provide opportunities for these experiences to all students.

Objective 1.2: The College has exceeded the targeted percent of all full-time faculty who have terminal degrees. For the past two years, 100% of full-time faculty have held terminal degrees in their fields.

Objective 1.3: St. Mary's College continues to maintain a high quality academic program. 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.

### **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 well exceeded the goal for the percentage of minority students, 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.

Objective 2.2: The six year graduation rate shows strong performance in most categories, and has been steadily rising over the past four years for all minority students and for African-American students in particular. In fact, the six-year graduation rates for minorities and African-American students are now 5-7 percentage points above the all-student six year rate, and first-generation students are graduating at the same rate as all students within the six-year time frame.

Objective 2.3: While the specific target for the first to second-year retention rate was not met in FY15, the rate has remained high and relatively stable for the past four years.

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 increased over the past four years and has exceeded the objective for the past two years.

### *Challenges*

Objective 2.1: The median SAT scores of the entering class have declined 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, and additionally will consider whether target SAT metric merits revision. Also, 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.

Objective 2.2: While the six-year graduation rate is performing strongly, the four-year graduation rate has been performing under the desired level. However, 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 taking a full six years. The College has developed interventions to promote completion in four years to the populations most at risk. These interventions (Early Alert program, Emerging Scholars program) are described in more detail in the "Response to Commission" section below. These strategies are anticipated to play a large role in meeting the high goals set for bridging the gaps in persistence and completion.

### *New Objectives*

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

Objective 2.6: Graduation rates for transfer students have not previously been tracked. These numbers clearly indicate that there is a large gap between the number of transfer students able to graduate in two versus three years after matriculating at St. Mary's, with an additional (smaller) gap between the three-year and four-year rates. There are likely to be multiple explanations for these rates, for example, variability in the number of earned credits at entry for transfer students. For transfer students entering with relatively few earned credits, it may be unreasonable to expect them to graduate in two or even three years. We will investigate this, and also investigate other possible reasons for the overall low graduation rates to ensure that transfer students are not disproportionately challenged in their attempts to graduate in a timely manner.

As the College engages in the strategic planning process over the next year, we will discuss and set the target metric for Objective 2.6.

**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 students. As the College engages in the strategic planning process over the next year, we will discuss possible updates to the target metric.

### *New Objective*

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. They are retained into the second year at rates equal to or exceeding that of the general population of first-time, first-year students (see Objective 2.3). The four-year graduation rates are quite close to those of the all-student rate, and while the six-year graduation rates were lower than the all-student rates for 2012 and 2013, that gap appears to have been closed for 2014 and 2015.

As the College engages in the strategic planning process over the next year, we will discuss and set the target metric for this objective.

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

### *Challenges*

Objectives 4.1, 4.2, 4.3 and 4.4: St. Mary's prides itself in preparing students for life after college. Objectives 4.1, 4.2, and 4.4 reveal performances appreciably below target levels, while Objective 4.3 reveals performance near to the target level. 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 also recognize that the targets are aspirant and that our current performance remains strong. We will continue to strongly encourage students to engage in community service and complete internships, and will work to provide opportunities for these experiences. The decline in the pursuit of graduate and professional degrees (4.4) from past years is likely an indicator of the economic conditions confronting the graduates as additional graduates may be entering the workforce. This target metric has just been adjusted from 65% to 50% to more closely reflect recent actual data and changing economic conditions.

## **Response to Commission Assessment Question**

*The University is to be commended for its success in meeting its recruitment and six-year retention goals for specific student populations (namely first-generation, low-income and/or minority students). The University discusses developing interventions to promote four-year completion for these same “populations most at risk.” Please provide details as to the specific interventions under consideration and what, if any, evidence will be collected as to the effects of these interventions on their targeted student populations.*

The DeSousa-Brent Scholars program (described above) invites first-time students who are low-income, minority, first-generation, and/or from rural or urban high schools to participate in a series of structured experiences beginning in the summer before the entering fall semester. This program provides support for students throughout their college careers, utilizing a combination of supplementary courses, cohort-building, extracurricular events, peer mentors, and individual intensive academic advising. The program also provides technology assistance by issuing a personal computer to each new student at the beginning of the program, helping to alleviate some of the financial hardship experienced by many low-income students during the first semester in college. Retention and graduation rates of DeSousa-Brent Scholars are routinely collected and compared against both the general population at St. Mary's and comparable cohorts not in the program, as well as against target benchmarks set by the state.

In Fall 2014, the Offices of Academic Services and Institutional Research launched an Early Alert program as a means for faculty to relay concerns about students missing classes, missing work, and/or performing below expectations. One particular goal of this program is to ensure that at-risk students receive the attention and intervention that may benefit them, and thus increase retention, well before the traditional mid-semester grade deficiency reporting date. Preliminary results suggest that students with midterm deficiencies who also received Early Alerts were less likely to ultimately be placed on academic probation or dismissed than students with midterm deficiencies only (no Early Alert). The program is being revised and is planned to continue during the upcoming academic year.

All of the STEM degree programs at St. Mary's have developed Emerging Scholars Programs (ESPs) to enhance student performance in the gateway courses in each respective field: mathematics, computer science, biology, chemistry, and physics. Students in these programs, most of whom belong to one or more under-represented groups (including African-Americans, Hispanics, Native Americans, first generation college students, and outside of biology, women), participate in evening problem-solving seminars and designed to enhance their understanding of core concepts in the introductory natural science courses. Social activities also help students create social networks that support their interests in STEM fields. These enrichment programs have generally been successful at improving outcomes for populations that had historically struggled within these introductory courses. For example, in Mathematics, prior to the ESP, a disproportionate number of African-American students in Calculus I were receiving failing grades or failing to complete the course. Since the establishment of the Mathematics ESP (the first ESP at St. Mary's), this achievement gap has nearly disappeared.

**OPERATIONAL DEFINITIONS FOR PAR MEASURES/INDICATORS**

<b>Objective</b>	<b>Special Timeframe Issues</b>	<b>Indicator/Measure</b>	<b>Source</b>	<b>Operational Definition</b>
1.1	2015 Actual = Spring '15 grads	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 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: 493, 494, 398, 498, *97, *99, MUSA 28* or 38*. Students who have completed more than one of these experiences have only been counted once.
1.2	2015 Actual = Fall '14	Percent of all full-time faculty who are tenured or tenure-track	<b>Institution</b>	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.
1.2	2015 Actual = Fall '14	Percent of all full-time faculty who have terminal degrees	Institution	The percent of all full-time faculty who have a doctorate or other terminal degree (MM or MFA). This includes faculty on sabbatical (or paid leave), but excludes their replacements.
1.3	2015 Actual = Fall '14	Undergraduate student faculty ratio (IPEDS calculation)	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))
1.3	2015 Actual = Fall '14	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.
2.1	2015 Actual = Fall '14	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. ACT scores are not converted to SAT scores.

**OPERATIONAL DEFINITIONS FOR PAR MEASURES/INDICATORS**

<b>Objective</b>	<b>Special Timeframe Issues</b>	<b>Indicator/Measure</b>	<b>Source</b>	<b>Operational Definition</b>
2.1	2015 Actual = Fall '14	Average HS GPA	CDS C12	Average High School GPA of first-time first-year students who submitted a GPA. This GPA is the academic GPA and excludes non-academic classes.
2.1	2015 Actual = Fall '14	Percent of full-time entering first year class who are minorities	IPEDS Fall Enrollment Part A	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	2015 Actual = Fall '14	Percent of entering first year class who originate from outside of MD	CDS F1	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	2015 Actual = Fall '14	Percent of entering first year class who come from 1st generation households	Institution	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 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	2015 Actual = Fall '14	Percent of entering first year class receiving Pell Grants disbursed	Institution	Percentage of first-time, full-time degree-seeking students who had a Pell Grant disbursed to them during their first year at the college.
2.2	2015 Actual = Fall '11 cohort graduating by Summer '15	Four-year graduation rate for all students	Institution	Percentage of first-time, full-time degree-seeking students who graduated from SMCM within four years after matriculation.
2.2	2015 Actual = Fall '11 cohort graduating by Summer '15	Four-year graduation rate for all minorities	Institution	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.
2.2	2015 Actual = Fall '11 cohort graduating by Summer '15	Four-year graduation rate for African-American students	Institution	Percentage of first-time, full-time degree-seeking students who were non-Hispanic and identified as one race that was African American, and who graduated from SMCM within four years after matriculation. Non-resident aliens are excluded from the numerator and denominator.

**OPERATIONAL DEFINITIONS FOR PAR MEASURES/INDICATORS**

<b>Objective</b>	<b>Special Timeframe Issues</b>	<b>Indicator/Measure</b>	<b>Source</b>	<b>Operational Definition</b>
2.2	2015 Actual = Fall '11 cohort graduating by Summer '15	Four-year graduation rate for all 1st generation students	Institution	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 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	2015 Actual = Fall '11 cohort graduating by Summer '15	Four-year graduation rate for students with a Pell Grant disbursed during their first year	Institution	Percentage of first-time, full-time degree-seeking students who had a Pell Grant disbursed to them during their first year at the college, and who graduated from SMCM within four years after matriculation.
2.2	2015 Actual = Fall '09 cohort graduating by Summer '15	Six-year graduation rate for all students	Institution	Percentage of first-time, full-time degree-seeking students who graduated from SMCM within six years after matriculation.
2.2	2015 Actual = Fall '09 cohort graduating by Summer '15	Six-year graduation rate for all minorities	Institution	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.
2.2	2015 Actual = Fall '09 cohort graduating by Summer '15	Six-year graduation rate for African-American students	Institution	Percentage of first-time, full-time degree-seeking students who were non-Hispanic and identified as one race that was African American, and who graduated from SMCM within six years after matriculation. Non-resident aliens are excluded from the numerator and denominator.
2.2	2015 Actual = Fall '09 cohort graduating by Summer '15	Six-year graduation rate for all 1st generation students	Institution	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 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.

**OPERATIONAL DEFINITIONS FOR PAR MEASURES/INDICATORS**

<b>Objective</b>	<b>Special Timeframe Issues</b>	<b>Indicator/Measure</b>	<b>Source</b>	<b>Operational Definition</b>
2.2	2015 Actual = Fall '09 cohort graduating by Summer '15	Six-year graduation rate for students with a Pell Grant disbursed during their first year	Institution	Percentage of first-time, full-time degree-seeking students who had a Pell Grant disbursed to them during their first year at the college, and who graduated from SMCM within six years after matriculation.
2.3	2015 Actual = Fall '13 cohort re-enrolled in Fall '14	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.
2.4	2015 Actual = Fall '14	Percent minority of all full-time tenured or tenure-track faculty	Institution	The percentage minority 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.
2.4	2015 Actual = Fall '14	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.
2.4	2015 Actual = Fall '14	Percent minority of all full-time (non-faculty) staff	Institution	The percentage minority 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	2015 Actual = Fall '14	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).
3.1	2015 Actual = 2014-15 academic year (Final Data for CDS)	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)
3.2	2015 Actual = 2014-15 academic year (Final Data for CDS)	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.

**OPERATIONAL DEFINITIONS FOR PAR MEASURES/INDICATORS**

<b>Objective</b>	<b>Special Timeframe Issues</b>	<b>Indicator/Measure</b>	<b>Source</b>	<b>Operational Definition</b>
4.1	2015 Actual = Spring 2015 Senior Exit Survey of 2015 Undergraduate Students	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.
4.2	2015 Actual = Spring 2015 Senior Exit Survey of 2015 Undergraduate Students	% of graduating seniors who fulfilled a paid or unpaid internship	Institution Undergraduate Senior Exit Survey	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.
4.3	2014 Survey Actual = Summer 2015 5-year-out Alumni Survey of the undergraduate class of 2010	Employment rate of five-year-out alumni	Institution 5-year-out Alumni Survey	2012 and 2013 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	2014 Survey Actual = Summer 2015 5-year-out Alumni Survey of the undergraduate class of 2010	Percent of alumni pursuing or obtained 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.
5.1	2015 Actual = FY14	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.
5.2	2015 Actual = FY15	Annual total philanthropic commitments	Institution	Based on Commitments Report at FY end.
5.3	2015 Actual = FY15	Annual scholarship philanthropic commitments	Institution	Based on all current year commitments to scholarship & award funds.
5.4	2015 Actual = FY14	Total dollars: federal, state, and private grants	IPEDS Finance Rept	IPEDS Finance Report, Part B, Lines 2, 3, 4, 13, 14, 15 and 16.
5.5	2015 Actual = FY15	Dollar amount of annual grants requested by faculty (in millions)	Institution	Dollar amount (direct costs) of annual grants requested from the College by faculty.

Source abbreviations:

CDS = Common Data Set

IPEDS = Integrated Post-Secondary Education Data System

MHEC S-11 = Maryland Higher Education Commission SAT report