

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 24 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.

	2011	2012	2013	2014
Performance Measures	Actual	Actual	Estimated	Estimated
Outcome: Percent of the graduating class successfully completing a one-on-one learning experience	76%	76%	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.

	2011	2012	2013	2014
Performance Measures	Actual	Actual	Estimated	Estimated
Input: Percent of all full-time faculty who are tenured or tenure-track ¹	91%	96%	90%	92%
Percent of all full-time faculty who have terminal degrees ¹	98%	99%	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.

	2011	2012	2013	2014
Performance Measures	Actual	Actual	Estimated	Estimated
Outcome: Undergraduate student to faculty ratio (IPEDS calculation)	10:1	11:1	11:1	11:1
Average undergraduate class size	12.2	12.5	12.3	12.3

¹ Changed due to alignment with Integrated Postsecondary Education Data System (IPEDS) data.

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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.

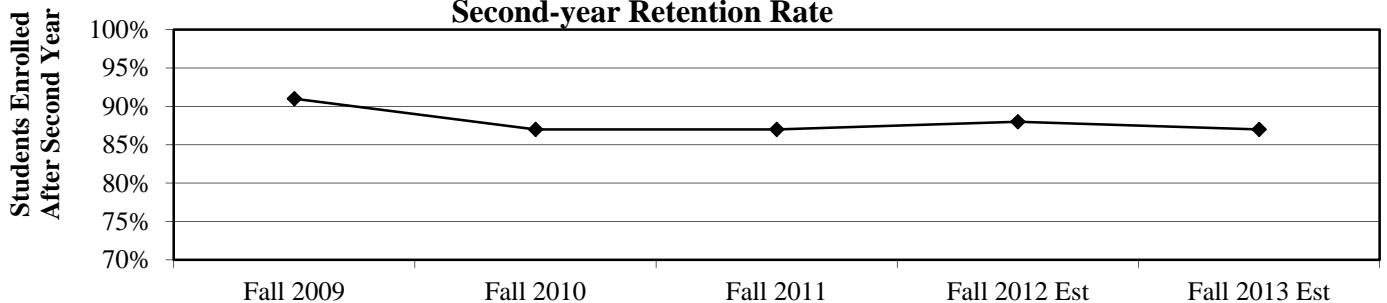
Objective 2.1 Recruit a qualified and diverse entering class with the following attributes of the entering class: Median verbal and math combined SAT score of at least 1250, average high school grade point average (GPA) of at least 3.40 (4 point scale), minority enrollment of at least 25 percent, out 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	2011 Actual	2012 Actual	2013 Estimated	2014 Estimated
Input: Median (verbal and mathematics combined) SAT scores of first year entering class ²	1,210	1,220	1,210	1,210
Average high school GPA	3.34	3.32	3.28	3.28
Entering first year class who are minorities ³	23%	19%	22%	21%
Entering first year class who originate from outside of MD	17%	13%	16%	16%
Entering first year class who come from first generation households	19%	19%	16%	18%
Entering first year class receiving Pell Grants disbursed	15%	20%	15%	15%

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	2011 Actual	2012 Actual	2013 Estimated	2014 Estimated
Outcome: Four-year graduation rate for all students	71%	73%	71%	72%
Four-year graduation rate for all minorities ³	55%	61%	63%	65%
Four-year graduation rate for African-American students ³	49%	54%	56%	51%
Four-year graduation rate for all 1 st generation students	68%	71%	66%	64%
Four-year graduation rate students with a Pell Grant disbursed during their first year	54%	59%	42%	65%
Six-year graduation rate for all students	79%	81%	80%	80%
Six-year graduation rate for all minorities ³	79%	68%	73%	79%
Six-year graduation rate for African-American students ³	80%	63%	77%	74%
Six-year graduation rate for all 1 st generation students	74%	79%	77%	83%
Six-year graduation rate students with a Pell Grant disbursed during their first year	66%	57%	68%	78%

**St. Mary's College of Maryland:
Second-year Retention Rate**



² Metric changed to median from average.

³ Changed due to alignment with IPEDS data construction for race/ethnicity.

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

	2011	2012	2013	2014
Performance Measures	Actual	Actual	Estimated	Estimated
Outcome: First to second-year retention rate	87%	87%	88%	87%

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).

	2011	2012	2013	2014
Performance Measures	Actual	Actual	Estimated	Estimated
Input: Percent minority of all full-time tenured or tenure-track faculty ³	12%	12%	15%	13%
Percent women of all full-time tenured or tenure-track faculty ³	45%	46%	48%	46%
Percent minority of all full-time (non-faculty) staff ³	27%	27%	26%	27%
Percent women of all full-time (non-faculty) staff ³	54%	56%	54%	55%

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.

	2011	2012	2013	2014
Performance Measures	Actual	Actual	Estimated	Estimated
Outcome: Percent of full-time degree-seeking student need met by awarding need-based aid ⁴	63%	64%	65%	65%

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.

	2011	2012	2013	2014
Performance Measures	Actual	Actual	Estimated	Estimated
Outcome: Average need-based scholarship and grant award for those awarded need based aid ⁴	\$7,961	\$9,345	\$9,512	\$9,800

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.

	2011	2012	2013	2014
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	77%	73%	75%	75%

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

	2011	2012	2013	2014
Performance Measures	Survey Actual	Survey Actual	Survey Estimated	Survey Estimated
Outcome: Percent of graduating seniors who fulfilled a paid or unpaid Internship	43%	55%	55%	55%

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

	2011	2012	2013	2014
Performance Measures	Survey Actual	Survey Actual	Survey Estimated	Survey Estimated
Outcome: Employment rate of five-year-out alumni	98%	90%	90%	90%

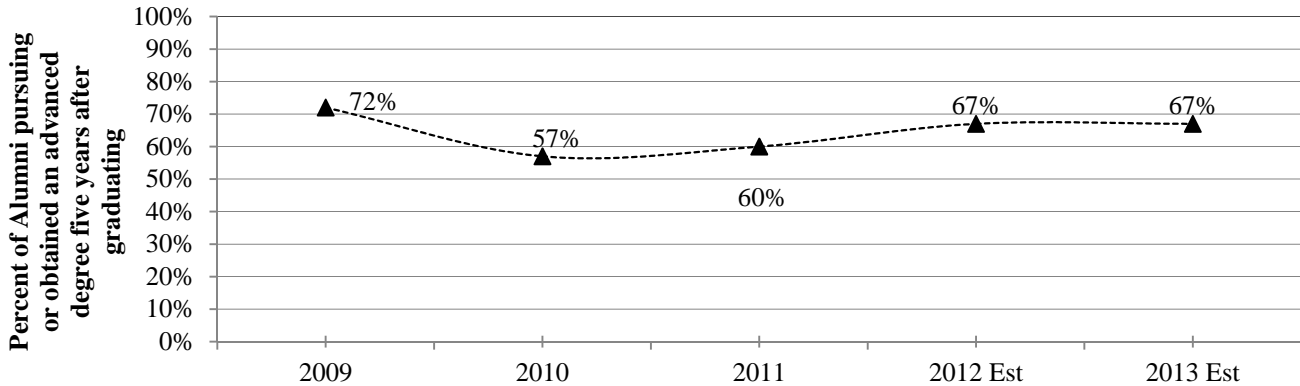
⁴ Changed due to alignment with Common Data Set data.

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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.

	2011	2012	2013	2014
Performance Measures	Survey Actual	Survey Actual	Survey Estimated	Survey Estimated
Outcome: Percent of alumni pursuing or obtained an advanced degree five years after graduation	72% ⁵	67%	67%	67%

Alumni pursuing or obtained 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.

	2011	2012	2013	2014
Performance Measures	Actual	Actual	Estimated	Estimated
Outcome: Amount of endowment value (millions)	\$26.2 ⁶	\$25.9	\$27.0	\$28.2

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

	2011	2012	2013	2014
Performance Measures	Actual	Actual	Estimated	Estimated
Outcome: Annual total philanthropic commitments (millions)	\$1.9	\$3.4	\$2.8	\$3.0

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

	2011	2012	2013	2014
Performance Measures	Actual	Actual	Estimated	Estimated
Outcome: Annual scholarship philanthropic commitments	\$311,688	\$1,599,180	\$600,000	\$800,000

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

	2011	2012	2013	2014
Performance Measures	Actual	Actual	Estimated	Estimated
Outcome: Total dollars: federal, state, and private grants (millions)	\$2.3	\$3.4	\$3.1	\$3.0

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

	2011	2012	2013	2014
Performance Measures	Actual	Actual	Estimated	Estimated
Outcome: Dollar amount of annual grants requested by faculty (millions)	\$1.4	\$3.8	\$4.0	\$4.3

⁵ Based upon unforeseen issues with the Spring 2011 Alumni Survey administration, this metric has been extrapolated based upon past values and was calculated by constructing a weighted average of the prior two year's actual survey results. The language of this metric has been updated by the institutional survey data the metric is obtained from is consistent with prior year's surveys.

⁶ Data has been revised.

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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 College responded to damage caused by Hurricane Irene at the opening of the 2011/2012 academic year by temporarily closing two residence halls. Both residence halls were reopened for the spring 2012 semester. All costs were paid through use of College operating funds and reserves.
- A brick structure, Margaret Brent Hall, was moved across Route 5 to its new location adjacent to the Campus Center. It now houses the academic departments of Philosophy and Religious Studies. Relocation of the building was roughly half the expense of new construction.
- The search was completed for the vice president of admissions and financial aid with the selection of Patricia Goldsmith.
- The Campus Master Plan has been initiated with a projected completion date of May 2013.
- The development of the next Strategic Plan enters its final stage and will be approved for implementation by the end of the 2012/2013 academic year.
- The College continues to have a strong financial position as a result of steady enrollment and retention, and selected cost containment measures

The above describe efforts that the College undertook to meet the challenges of the previous year and to ensure that the College is positioned well to serve the needs of the citizens of Maryland.

This version of the Managing for Results has been re-structured to respond to an ongoing analysis of the College's goals and objectives. Through the entrance of new senior leadership, combined with the development of the new Strategic Plan, the College has committed itself to focusing on its contributions to the college completion goals put forth in the Maryland State Plan for Higher Education. St. Mary's College is well poised to provide a pathway for students to pursue a rigorous degree program that shapes students in ways that allow them to have an impact as citizens, as well as on the future workforce. The target measures have, in most cases, been revised to represent aspirational goals and the College is confident that these goals will be met with the tactics in place.

Of special note: This updated version of the MFR has discontinued outcome measures related to satisfaction with both preparation for employment as well as for graduate school. Within the past MFR reports submitted to DBM, St. Mary's College has consistently met or exceeded these satisfaction metric target outcomes. Despite institutional efforts, the College has been concerned that the response rates to the alumni surveys have been relatively low and as a result of this that there may be some concerns with the validity. The College is evaluating its current approach to surveying alumni and is actively reviewing future survey collections processes and instruments. This institutional effort will impact future survey administrations to continually improve data collections related to alumni activities and feedback. The College has not lost support for these goals, but the measurements have been problematic.

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.	2012 Actual = Spring '12 grads	IRR
1.2	Percent of all full-time faculty who are tenured or tenure-track	IPEDS Human Resources Report	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).	2012 Actual = Fall '11	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.	2012 Actual = Fall '11	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))	2012 Actual = Fall '11	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.	2012 Actual = Fall '11	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.	2012 Actual = Fall '11	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.	2012 Actual = Fall '11	IRR/Admissions
2.1	Percent of full-time entering first year class who are minorities	IPEDS Fall Enrollment	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.	2012 Actual = Fall '11	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)	2012 Actual = Fall '11	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 school or an associate's degree. Students are considered not	2012 Actual = Fall '11	IRR

SMCM Indicator	Indicator/Measure	Source*	Operational Definition	Special Timeframe Issues	Control*
			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.	2012 Actual = Fall '11	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.	2012 Actual = Fall '08 cohort graduating by Spring '12	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.	2012 Actual = Fall '08 cohort graduating by Spring '12	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.	2012 Actual = Fall '08 cohort graduating by Spring '12	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.	2012 Actual = Fall '08 cohort graduating by Spring '12	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.	2012 Actual = Fall '08 cohort graduating by Spring '12	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.	2012 Actual = Fall '06 cohort graduating by Spring '12	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.	2012 Actual = Fall '06 cohort graduating by Spring '12	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.	2012 Actual = Fall '06 cohort graduating by Spring '12	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 graduated from SMCM within six years after matriculation.	2012 Actual = Fall '06 cohort graduating by Spring '12	IRR

SMCM Indicator	Indicator/Measure	Source*	Operational Definition	Special Timeframe Issues	Control*
			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.	2012 Actual = Fall '06 cohort graduating by Spring '12	IRR
2.3	Second-year retention rate	CDS	Percentage of first-time, full-time, degree-seeking first-year students who re-enrolled at SMCM one year after matriculation.	2012 Actual = Fall '10 cohort re-enrolled in Fall '11	IRR
2.4	Percent minority of all full-time tenured or tenure-track faculty	IPEDS Human Resources Report	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.	2012 Actual = Fall '11	IRR/HR
2.4	Percent women of all full-time tenured or tenure-track faculty	IPEDS Human Resources Report	The percentage women out of all full-time tenured or tenure-track faculty (staff whose primary responsibility is instruction).	2012 Actual = Fall '11	IRR/HR
2.4	Percent minority of all full-time (non-faculty) staff	IPEDS Human Resources Report	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.	2012 Actual = Fall '11	IRR/HR
2.4	Percent women of all full-time (non-faculty) staff	IPEDS Human Resources Report	The percentage women out of all full-time staff (staff whose primary responsibility is not instruction).	2012 Actual = Fall '11	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)	2012 Actual = 2011-12 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.	2012 Actual = 2011-12 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.	2012 Actual = Spring 2012 Senior Exit Survey of 2012 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 left the question blank were excluded from the numerator and denominator. Note: This does not have to be a credit bearing internship.	2012 Actual = Spring 2012 Senior Exit Survey of 2012 Undergraduate Students	IRR
4.3	Employment rate of five-year-out alumni	Institution 5 year	Percentage of survey respondents who are employed full-or	2012 Survey Actual =	IRR/Advancement

SMCM Indicator	Indicator/Measure	Source*	Operational Definition	Special Timeframe Issues	Control*
		out alumni survey	part-time (excludes “not seeking” or those that left the question blank).	Summer 2012 5-year-out alumni survey of the undergraduate class of 2007	
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. (Based upon unforeseen data issues with the Spring 2011 Alumni Survey administration, this metric has been extrapolated for the 2012 Actual based upon prior values and was calculated by constructing a weighted average of the prior two years’ actual survey results.)	2012 Survey Actual = Summer 2012 5-year-out alumni survey of the undergraduate class of 2007	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.	2012 Actual = FY11	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	2012 Actual = FY12	Advancement
5.3	Annual scholarship philanthropic commitments	Institution	Based on all current year commitments to scholarship & award funds	2012 Actual = FY12	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.	2012 Actual = FY11	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.)	2012 Actual = FY12	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