

# 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.

## KEY GOALS AND OBJECTIVES

**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.

<b>Performance Measures</b>	<b>2010 Actual</b>	<b>2011 Actual</b>	<b>2012 Actual</b>	<b>2013 Actual</b>
<b>Outcome:</b> Percent of the graduating class successfully completing a one-on-one learning experience	78%	76%	79%	78%

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

<b>Performance Measures</b>	<b>2010 Actual</b>	<b>2011 Actual</b>	<b>2012 Actual</b>	<b>2013 Actual</b>
<b>Input:</b> Percent of all full-time faculty who are tenured or tenure track <sup>1</sup>	91%	96%	99%	92%
Percent of all full-time faculty who have terminal degrees <sup>1</sup>	98%	99%	99%	97%

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

**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.

<b>Performance Measures</b>	<b>2010 Actual</b>	<b>2011 Actual</b>	<b>2012 Actual</b>	<b>2013 Actual</b>
<b>Outcome:</b>				
Undergraduate student to faculty ratio (IPEDS calculation)	11:1	10:1	11:1	10:1
Average Undergraduate class size	12.4	12.2	12.5	12.2

**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 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>2010 Actual</b>	<b>2011 Actual</b>	<b>2012 Actual</b>	<b>2013 Actual</b>
<b>Input:</b>				
Median (V & M combined) SAT score of entering first year class	1250	1210	1220	1210
Average HS GPA	3.36	3.34	3.32	3.34
Percent of entering first year class who are minorities <sup>1</sup>	18%	23%	19%	17%
Percent of entering first year class who originate from outside of MD	17%	17%	13%	15%
Percent of entering first year class who come from 1 <sup>st</sup> gen households	18%	19%	19%	15%
Percent of entering first year class receiving Pell Grants disbursed	12%	15%	20%	12%

**Objective 2.2** Maintain 4-year graduation rates for all students (75 percent), all minorities (63 percent), all first generation students (70 percent), and all students with a Pell Grant disbursed during their first year (62 percent) as well as maintain 6-year graduation rates for all students (82 percent), all minorities (74 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>2010 Actual</b>	<b>2011 Actual</b>	<b>2012 Actual</b>	<b>2013 Actual</b>
<b>Outcome:</b> Four-year graduation rate for all students	72%	71%	73%	67%
Four-year graduation rate for all minorities	59%	55%	61%	58%
Four-year graduation rate for all 1 <sup>st</sup> generation students	73%	68%	71%	63%
Four-year graduation rate for students with a Pell Grant disbursed during their first year	44%	54%	59%	42%
Six-year graduation rate for all students	77%	79%	81%	79%
Six-year graduation rate for all minorities <sup>1</sup>	65%	79%	68%	69%
Six-year graduation rate for all 1 <sup>st</sup> generation students	79%	74%	79%	73%
Six-year graduation rate for students with a Pell Grant disbursed during their first year	75%	66%	57%	64%

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

<b>Performance Measures</b>	<b>2010 Actual</b>	<b>2011 Actual</b>	<b>2012 Actual</b>	<b>2013 Actual</b>
<b>Outcome:</b> First to second-year retention rate	91%	87%	87%	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).

<b>Performance Measures</b>	<b>2010 Actual</b>	<b>2011 Actual</b>	<b>2012 Actual</b>	<b>2013 Actual</b>
<b>Input:</b> Percent minority of all full-time tenured or tenure-track faculty <sup>1</sup>	14%	12%	12%	14%
Percent women of all full-time tenured or tenure-track faculty	49%	45%	46%	47%
Percent minority of all full-time (non-faculty) staff <sup>1</sup>	23%	27%	27%	25%
Percent women of all full-time (non-faculty) staff	55%	54%	55%	56%

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

**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.

<b>Performance Measures</b>	<b>2010 Actual</b>	<b>2011 Actual</b>	<b>2012 Actual</b>	<b>2013 Actual</b>
<b>Outcome:</b> Percent of full-time degree-seeking student need met by awarding need-based aid	66%	63%	64%	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.

<b>Performance Measures</b>	<b>2010 Actual</b>	<b>2011 Actual</b>	<b>2012 Actual</b>	<b>2013 Actual</b>
<b>Outcome:</b> Average need-based scholarship and grant award for those awarded need based aid	\$8,236	\$7,961	\$9,345	\$9,703

**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>2010 Survey Actual</b>	<b>2011 Survey Actual</b>	<b>2012 Survey Actual</b>	<b>2013 Survey Actual</b>
<b>Outcome:</b> Percent of graduating seniors will have performed voluntary community service while at SMCM.	75%	77%	73%	75%

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

<b>Performance Measures</b>	<b>2010 Survey Actual</b>	<b>2011 Survey Actual</b>	<b>2012 Survey Actual</b>	<b>2013 Survey Actual</b>
<b>Outcome:</b> Percent of graduating seniors who fulfilled a paid or unpaid internship	45%	43%	55%	50%

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

<b>Performance Measures</b>	<b>2010 Survey Actual</b>	<b>2011 Survey Actual</b>	<b>2012 Survey Actual</b>	<b>2013 Survey Actual</b>
<b>Outcome:</b> Employment rate of five-year-out alumni	94%	98%	90%	95%

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

<b>Performance Measures</b>	<b>2010 Survey Actual</b>	<b>2011 Survey Actual</b>	<b>2012 Survey Actual</b>	<b>2013 Survey Actual</b>
<b>Outcome:</b> Percent of alumni pursuing or obtained an advanced degree five years after graduation <sup>2</sup>	57%	72%	67%	54%

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

**Objective 5.1** Grow endowment market value to \$35M by FY18.

<b>Performance Measures</b>	<b>2010 Actual</b>	<b>2011 Actual</b>	<b>2012 Actual</b>	<b>2013 Actual</b>
<b>Outcome:</b> Amount of endowment value (in millions)	\$26.3	\$26.2 <sup>8</sup>	\$25.9	\$27.0

**Objective 5.2** Maintain philanthropic commitments of \$3.5M annually by FY18.

<b>Performance Measures</b>	<b>2010 Actual</b>	<b>2011 Actual</b>	<b>2012 Actual</b>	<b>2013 Actual</b>
<b>Outcome:</b> Annual total philanthropic commitments (in millions)	\$1.2	\$1.9	\$3.4	\$3.8

**Objective 5.3** Maintain scholarship philanthropic commitments of \$1M annually by FY18.

<b>Performance Measures</b>	<b>2010 Actual</b>	<b>2011 Actual</b>	<b>2012 Actual</b>	<b>2013 Actual</b>
<b>Outcome:</b> Annual scholarship philanthropic commitments	\$382,798	\$311,688	\$1,599,180	\$2,227,478

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

<b>Performance Measures</b>	<b>2010 Actual</b>	<b>2011 Actual</b>	<b>2012 Actual</b>	<b>2013 Actual</b>
<b>Outcome:</b> Total dollars: federal, state, and private grants (in millions)	\$4.0	\$2.3	\$3.4	\$2.7

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<sup>2</sup> Based on unforeseen data 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.

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

<b>Performance Measures</b>	<b>2010 Actual</b>	<b>2011 Actual</b>	<b>2012 Actual</b>	<b>2013 Actual</b>
<b>Outcome:</b> Dollar amount of annual grants requested by faculty (in millions)	\$3.2	\$1.4	\$3.8	\$2.8

## **ST. MARY'S COLLEGE OF MARYLAND INSTITUTIONAL ASSESSMENT**

### **Overview**

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

- The Chair of the Board of Trustees transitioned from Molly Mahoney Matthews to Gail Harmon.
- The College experienced a presidential transition with the departure of Dr. Joseph Urgo and the interim appointment of Dr. Ian Newbould at the end of the 2013 fiscal year.
- Dr. Tom Botzman, Vice President of Business and Finance accepted a presidential appointment to Misericordia University and Mr. Charles “Chip” Jackson was appointed as the new Vice President of Business and Finance as of July 1, 2013.
- The state legislature provided additional funds for the College to freeze tuition for two years at the FY13 tuition level.
- The state legislature provided performance funds to support the DeSousa-Brent Scholars program.
- The construction for the Anne Arundel Hall replacement began in Summer 2013.
- Campus wide efforts have been engaged to manage the \$3.5 million projected deficit based on low estimated Fall 2013 new student enrollments.
- The new strategic plan, targeted for implementation in May 2013, is currently being considered by the Board of Trustees with a new implementation set for fiscal year 2014.
- The campus initiated its 2015 decennial Middle States Commission on Higher Education re-accreditation self-study.
- St. Mary’s College closed its facility in Alba, Italy, on January 1, 2013.
- The College completed a draft of the facilities master plan to address strategic and long-term space deficiencies in the arts and sciences.

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

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



The timetables for the data contained within the Performance Accountability Report (PAR) for some of the metrics have been adjusted to consistently align with revisions in timetables requested by the Department of Budget and Management (DBM) for the Managing for Results (MFR). The timetables for each metric are noted within the definitions page.

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

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

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

**Objective 1.3:** St. Mary's College continues to maintain a high quality academic program by meeting Objective 1.3. A low student to faculty ratio and small average class sizes combined with qualified tenured and tenure-track 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.**

**Commission Assessment of *Objective 2.1 – Retain a qualified and diverse entering class with [specific attributes]*:** The College identified six specific attributes in this objective, but most institutions experience the need to make tradeoffs among these objectives: for example, if an institution increases the average SAT score of the entering class, it cannot also increase the percentage of students entering with Pell grants and the percentage of first-generation students. Please describe the College's strategies to improve performance on all six attributes, especially in light of declining performance on three attributes, specifically: high school GPA, minority enrollment, and students from outside Maryland.

**Institutional Response**

St. Mary's founding legislation, HB 1327 of 1992, is remarkable for its combining of two institutional goals that are frequently at odds with each other. St. Mary's is charged by the State of Maryland to provide both:

- (1) the promise of public education affordable to all and thriving on diversity, and
- (2) high standards of academic excellence.

Throughout public education, programs that are affordable to all are typically not ones that are also committed to high levels of selectivity and standards of academic excellence. When institutions are affordable to all and thrive on diversity, they may struggle with also providing a rigorous academic curriculum and often are challenged by low retention as well as completion rates.

In contrast, the legislation related to the College's formation states explicitly that St. Mary's will provide a rigorous, honors-level education to qualified Maryland students, "regardless of their ability to pay." This dual mission has made St. Mary's an exemplary model for higher education in the State of Maryland and the nation. The Commission is correct in identifying that this dual focus of access and academic excellence can cause difficult tradeoffs.

St. Mary's College of Maryland recently received funding from the 2013 legislative session to expand the DeSousa-Brent Scholars program. Since 2008, the DeSousa-Brent program has cultivated the academic and leadership potential of talented students from traditionally underrepresented groups. This DeSousa-Brent Scholars program focuses on the goal of eliminating the graduation gap observed nationally. The DeSousa-Brent Scholars program is the best example of how St. Mary's has focused its efforts on both aspects of the dual mission set up by the 1992 legislation.

The goal set forth to attain students with a median SAT of 1250, a high school academic GPA of 3.40, along with the aspirant goals of achieving diversity in race, first-generation, and economic backgrounds, has stretched the College's ability to compete in the recruitment of highly talented students. Many of the students who demonstrate excellent academic capacity are heavily recruited by our peer and cross-application institutions. These colleges and universities many times have either a deeper ability to discount tuition through scholarships and grants (peer and cross-application institutions) or offer a lower price alternative (other Maryland publics). With this in mind, St. Mary's has experienced difficulties in attracting students with capacity for academic excellence who come from low income backgrounds. Efforts have been underway to modify recruiting and financial aid packaging with some conflicting signs of success. On one hand, the overall enrollment for fall 2013 will be lower than expected, but the percentage of underrepresented students is projected to be above goal targets. Preliminary data indicates that the strategies for the fall 2013 incoming class resulted in fewer overall students, but increased proportions of students in the underrepresented demographic categories. Tuition affordability is an important issue that the College monitors through the strategic administration of financial aid within enrollment management initiatives. St. Mary's continues to recruit academically talented students from populations with fewer resources. This requires the College to allocate financial aid to balance need-based awards with the College's capacity to keep pace with the expectations of students and families anticipating merit-based awards to offset the cost of tuition. St. Mary's College continues to analyze how to fulfill its dual mission to attract academically prepared students while insuring that the experience we provide is accessible to all, regardless of income.

St. Mary's low yield rate from academically high achieving minority students pressures the College to counter these trends. St. Mary's has recognized that making connections earlier in the admission process is essential and has reenergized its focus on faculty outreach through additional involvement with campus visits and admission events. The admissions office is

refining its strategies in targeting its travel to more diverse areas within Maryland and out of state.

St. Mary's mission to promote access to underrepresented students includes recruiting and retaining students from all racial and ethnic groups while being sensitive to the needs of first-generation college students and those from diverse socio-economic circumstances. The following efforts help us achieve these goals:

- Our Office of Admissions staff strategically visits most public high schools in Maryland in an effort to connect with a diverse group of potential applicants.
- Off-campus receptions are often held within the communities of potential students, and transportation assistance to St. Mary's College is available to high school students with limited financial resources.
- St. Mary's partners with college-access programs such as the CollegeBound Foundation in Baltimore, the Southern Maryland College Access Network, and a variety of middle school and high school programs (e.g., GEAR UP, Fairlead Academy) that serve underprivileged students.
- Members of the College's Black Student Union (BSU) and Raíces Hispanas work with the Office of Admissions to assist with minority student recruitment through programs such as the minority student sleepover and the BSU Scholarship of Excellence.
- DeSousa-Brent Scholars have assisted with recruiting as part of a recent service project and effort to bolster recruitment of Latino and Latina students. These Scholars served as college success ambassadors to students at the Latin American Youth Center.
- The College created the Admissions Advisory Committee composed of key faculty and staff charged with influencing the recruitment strategies to promote the diversity and the quality of the incoming class.

Out of state recruiting recently has been challenged by a few factors. The first is that St. Mary's College does not have a nationally recognized name and recruiting outside of Maryland has to be conducted in very specific regions. Identifying regions that might yield enrollment is more art than science. However, continued research is being conducted to identify areas that could be open to opportunities at St. Mary's. Additionally, the St. Mary's out of state price creates a less competitive edge with better-known competitor schools with a greater ability to discount with scholarships and grants. St. Mary's has been working with marketing consultants to better expand the College's reputation. Further, in the diversity efforts stated before, the College is expanding its understanding of how yield rates can be better achieved with targeted levels of financial aid.

**Objective 2.2:** The six year graduation rate shows strong performance in all categories and in particular as the College projects for 2014. Specific gains have been achieved in meeting six-year goals in the at-risk populations. The expansion of the DeSousa-Brent Scholars program includes additional staffing in advising, institutional research, and admissions to support interventions that will target the at-risk populations which intersect with the DeSousa-Brent Scholars program.

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

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

**Commission Assessment of *Objective 3.1 – 68 percent of student need is met by awarding any need-based aid*:** This measure declined from 66% in 2011 to 63% in 2012, down from 71% in 2009. Please discuss the reasons for the decline in this measure and any steps intended to improve performance.

**Institutional Response**

This has been a function of rising student need, an incremental rise in tuition, and a static financial aid budget. St. Mary's is aiming to achieve the goal of meeting 68 percent of student need through continuous refinement of the allocation of need based aid. Fiscal Year 2014 included a new approach to the distribution of need and merit based aid and early data reveals some progress toward achieving the goal. The College also anticipates some success over the next two fiscal years as St. Mary's has received funding from the state legislature to assist with the College's commitment to maintaining affordability.

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

**Commission Assessment of *Objective 4.2 – 60 percent of graduating seniors will have participated in a paid or unpaid internship*:** In the last two years, the level of participation in internships has averaged 44%. Explain the College's strategies for increasing the number of internships.

**Institutional Response**

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

The College actively promotes internships through the Career Development Center and St. Mary's is evaluating data why this goal has not been met. Internships are viewed as an important co-curricular pursuit, enough so that a core curriculum requirement includes internships as one of three options to fulfill this requirement. There are some initial indications that students may not be reporting non-credit internships yet still pursuing them. Additionally, the core curriculum requirement that pertains to internships also includes the options to study abroad or service/experiential learning. With a breadth of options available, and over half of all students selecting study abroad to fulfill this requirement, students may be engaged in off-campus

educational pursuits outside of the country. This may limit their access to internships at this critical timeframe in their educational career when many students are traditionally involved in internships.

St. Mary's continues to stress the importance of this important option to students. Significant visible steps have been made by developing a faculty sponsored internship program in Washington D.C. The Political Science department has created partnerships with various connections in Washington D.C. This internship is framed with curricular activities building on the experience of working in the nation's capital. The Career Development Center is involved with other initiatives that include: outreach to the first-year students, developing department level information for students studying in specific majors, and expanding on web-based tools in which internships are available by areas of interests.

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

The College is showing positive progress in achieving our endowment goals (5.1). Annual philanthropic commitments (5.2) are above the targeted goal of \$3.5M by \$400,000. Annual scholarship commitments reveal a successful year in FY13 with nearly \$2.3M committed largely due to a couple large commitments. External grant funding in dollars (5.4) experienced a dip in FY13 yet remained above the target goal and projections indicate similar performance.

St. Mary's has recently increased its efforts to search for external grants (5.5). The goal of \$4.5M in requests is an aspirant goal and is supported by the addition of a new staff member dedicated to supporting this effort. Performance of Objective 5.5 is affected by many uncontrollable variables. The most significant of these on the funding of college sponsored research is the tightening of the federal research budget.

**Commission Assessment of Objective 5.1 – Grow endowment market value to \$35M by FY18:**

The value of the College's endowment has declined slightly in each of the last three years. This objective calls for a 35% increase in the endowment's market value. Please describe the College's plans for reaching this measure, including the College's assumptions about the annual growth in value of existing investments.

**Institutional Response**

While the data had been trending down for St. Mary's College of Maryland's endowment, subsequent data demonstrates growth. Specifically the 2013 Actual data (FY12) reports the College's status at \$27.0M, and the 2014 Actual (FY13) data is expected to exceed \$28.0M.

The College takes seriously its commitment to growing the endowment, with fundraising efforts focused on endowed scholarships, endowed faculty development funds, and endowed program enhancement funds. The result has been two recent contributions of \$1 million each, targeted toward the endowment; a third donor commitment of \$1 million to the endowment over 5 years, payable at a rate of \$200,000 per year; and several five- and six-year contributions and commitments to endowed funds.

Additionally, the SMCM Foundation Board has recently consolidated its endowment investments and hired JP Morgan's Foundations & Endowments Group to manage the endowment pool. The target return on investment is 7.5-8%, with the intention to reinvest 2-3% each year to grow the endowment. This investment strategy coupled with fundraising targets should position the College to attain the \$35M goal by FY18.

## Cost Containment

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

One-time and temporary actions:

- Savings Resulting from Reducing Travel \$76,573

Permanent actions:

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

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**Total of cost containment initiatives:**  
**\$2,631,500**

**OPERATIONAL DEFINITIONS FOR MFR/ACCOUNTABILITY MEASURES/INDICATORS**

Measure #	Special Timeframe Issues	SMCM Objective	Indicator/Measure	Source	Operational Definition
<b>INPUTS</b>					
2	2013 Actual = Fall '12	1.2	Percent of all full-time faculty who are tenured or tenure-track	Institution	The percent of full-time faculty (staff whose primary responsibility is instruction) who are either tenured or tenure-track out of all full-time faculty (staff whose primary responsibility is instruction). This includes faculty on sabbatical (or paid leave), but excludes their replacements.
2	2013 Actual = Fall '12	1.2	Percent of all full-time faculty who have terminal degrees	Institution	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.
6	2013 Actual = Fall '12	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.
7	2013 Actual = Fall '12	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.
8	2013 Actual = Fall '12	2.1	Percent of full-time entering first year class who are minorities	IPEDS Fall Enrollment Part A	Percentage of first-time, full-time degree-seeking first-year students that were minorities (Hispanic, non-Hispanic with at least one race that was not white) who were enrolled at the college as of the census (official reporting) date. Non-resident aliens and unknown students are excluded from the numerator and denominator.
9	2013 Actual = Fall '12	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)
10	2013 Actual = Fall '12	2.1	Percent of entering first year class who come from 1st gen households	Institution (IRR)	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 first generation if at least one parent completed a baccalaureate degree or higher degree.



**OPERATIONAL DEFINITIONS FOR MFR/ACCOUNTABILITY MEASURES/INDICATORS**

Measure #	Special Timeframe Issues	SMCM Objective	Indicator/Measure	Source	Operational Definition
					Students where the parent's educational level is unknown are excluded from the numerator and denominator.
11	2013 Actual = Fall '12	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.
21	2013 Actual = Fall '12	2.4	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.
22	2013 Actual = Fall '12	2.4	Percent women of all full-time tenured or tenure-track faculty	Institution	The percentage women out of all full-time tenured or tenure-track faculty (staff whose primary responsibility is instruction). This includes faculty on sabbatical (or paid leave), but excludes their replacements.
23	2013 Actual = Fall '12	2.4	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.
24	2013 Actual = Fall '12	2.4	Percent women of all full-time (non-faculty) staff	Institution	The percentage women out of all full-time staff (staff whose primary responsibility is not instruction).
<b>OUTPUTS</b>					
1	2013 Actual = Spring '13 grads	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.
3	2013 Actual = Fall '12	1.2	Percent of all full-time faculty who have terminal degrees	CDS II a & f	The percent of all full-time faculty that have a doctorate or other terminal degree (MM or

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Measure #	Special Timeframe Issues	SMCM Objective	Indicator/Measure	Source	Operational Definition
					MFA). This includes faculty on sabbatical (or paid leave), but excludes their replacements.
4	2013 Actual = Fall '12	1.3	Undergraduate student faculty ratio (IPEDS calculation)	IPEDS Fall Enrollment (IRR)	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))
5	2013 Actual = Fall '12	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.
12	2013 Actual = Fall '09 cohort graduating by Spring '13	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.
13	2013 Actual = Fall '09 cohort graduating by Spring '13	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.
14	2013 Actual = Fall '09 cohort graduating by Spring '13	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.
15	2013 Actual = Fall '09 cohort graduating by Spring '13	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.
16	2013 Actual = Fall '07 cohort graduating by Spring '13	2.2	Six-year graduation rate for all students	IPEDS Graduation Rates and Institution	Percentage of first-time, full-time degree-seeking first-year students who graduated from SMCM within six years after

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Measure #	Special Timeframe Issues	SMCM Objective	Indicator/Measure	Source	Operational Definition
					matriculation.
17	2013 Actual = Fall '08 cohort graduating by Spring '12	2.2	Six-year graduation rate for all minorities	IPEDS Graduation Rates (IRR)	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.
18	2013 Actual = Fall '07 cohort graduating by Spring '13	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. 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.
19	2013 Actual = Fall '07 cohort graduating by Spring '13	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.
20	2013 Actual = Fall '11 cohort re-enrolled in Fall '12	2.3	Second-year retention rate	CDS B22	Percentage of first-time, full-time, degree-seeking first-year students who re-enrolled at SMCM one year after matriculation.
25	2013 Actual = 2012-13 academic year (Final Data for CDS)	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)
26	2013 Actual = 2012-13 academic year (Final Data for CDS)	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.
27	2013 Actual = Spring 2013 Senior Exit Survey of 2013 Undergraduate Students	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.

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Measure #	Special Timeframe Issues	SMCM Objective	Indicator/Measure	Source	Operational Definition
29	2013 Actual = Spring 2013 Senior Exit Survey of 2013 Undergraduate Students	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.
30	2013 Survey Actual = Summer 2013 5-year-out alumni survey of the undergraduate class of 2008	4.3	Employment rate of five-year-out alumni	Institution 5 year out alumni survey	Percentage of survey respondents who are employed full-or part-time (excludes "not seeking" or those that left the question blank).
31	2013 Survey Actual = Summer 2013 5-year-out alumni survey of the undergraduate class of 2008	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.
32	2013 Actual = FY12	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.
33	2013 Actual = FY13	5.2	Annual total philanthropic commitments	Institution	Based on alumni of record: solicited/donors Based on Commitments Report at FY end
34	2013 Actual = FY13	5.3	Annual scholarship philanthropic commitments	Institution	Based on all current year commitments to scholarship & award funds
35	2013 Actual = FY12	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.
36	2013 Actual = FY13	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.)

Source abbreviations:

EIS - MHEC Enrollment Information System

EDS - MHEC Employee Data System