

ST. MARY'S COLLEGE OF MARYLAND

PROGRAM DESCRIPTION

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

MISSION

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

VISION

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

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

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

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

	2013	2014	2015	2016
Performance Measures	Actual	Actual	Estimated	Estimated
Outcome: Percent of the graduating class successfully completing a one-on-one learning experience	78%	82%	82%	82%

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

	2013	2014	2015	2016
Performance Measures	Actual	Actual	Estimated	Estimated
Input: Percent of all full-time faculty who are tenured or tenure-track	92%	94%	97%	97%
Percent of all full-time faculty who have terminal degrees	97%	100%	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.

	2013	2014	2015	2016
Performance Measures	Actual	Actual	Estimated	Estimated
Outcome: Undergraduate student to faculty ratio (IPEDS calculation)	10:1	10:1	10:1	10:1
Average undergraduate class size	12.2	12.3	12.3	12.3

ST. MARY'S COLLEGE OF MARYLAND

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	2013 Actual	2014 Actual	2015 Estimated	2016 Estimated
Input: Median (verbal and mathematics combined) SAT scores of first year entering class	1,210	1,190	1,165	1,150
Average high school GPA	3.34	--- ¹	3.38	3.33
Entering first year class who are minorities	17%	27%	31%	20%
Entering first year class who originate from outside of MD	15%	10%	6%	8%
Entering first year class who come from first generation households	15%	19%	18%	20%
Entering first year class receiving Pell Grants disbursed	12%	25%	20%	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 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).

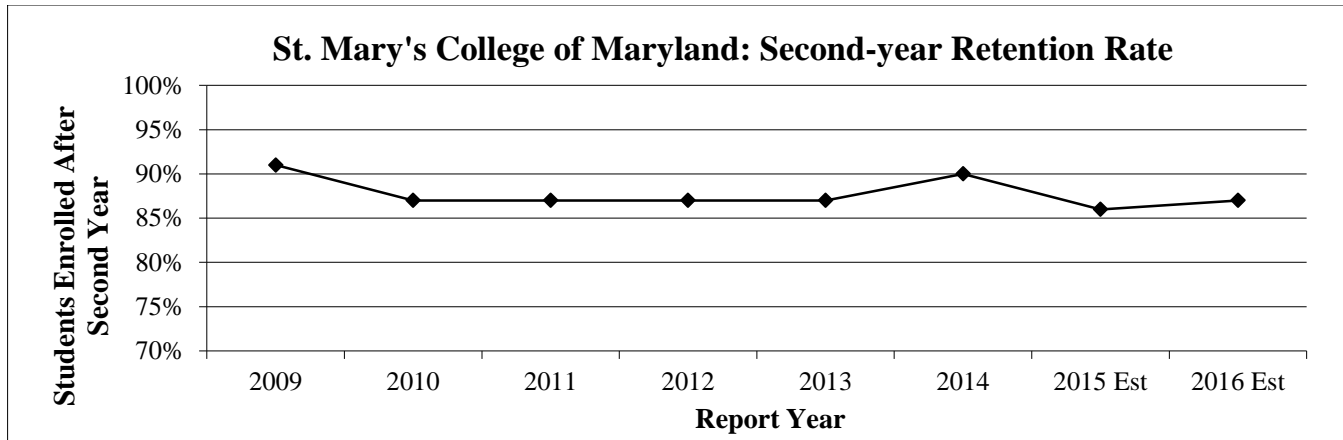
Performance Measures	2013 Actual	2014 Actual	2015 Estimated	2016 Estimated
Outcome: Four-year graduation rate for all students	67%	65%	67%	72%
Four-year graduation rate for all minorities	58%	58%	52%	61%
Four-year graduation rate for African-American students	54%	43%	42%	44%
Four-year graduation rate for all 1 st generation students	63%	58%	65%	70%
Four-year graduation rate students with a Pell Grant disbursed during their first year	42%	55%	53%	71%
Six-year graduation rate for all students	79%	81%	78%	71%
Six-year graduation rate for all minorities	69%	80%	84%	69%
Six-year graduation rate for African-American students	70%	77%	88%	63%
Six-year graduation rate for all 1 st generation students	73%	84%	76%	66%
Six-year graduation rate students with a Pell Grant disbursed during their first year	64%	80%	67%	83%

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

Performance Measures	2013 Actual	2014 Actual	2015 Estimated	2016 Estimated
Outcome: First to second-year retention rate	87%	90%	86%	87%

¹Due to unforeseen circumstances in the collection of the High School GPA for the Fall 2013 class data, this metric is unavailable.

ST. MARY'S COLLEGE OF MARYLAND



Definition: 2014 Actual = Fall '12 cohort re-enrolled in Fall '13

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 and 28 percent), and women (50 percent and 50 percent).

Performance Measures	2013 Actual	2014 Actual	2015 Estimated	2016 Estimated
Input: Percent minority of all full-time tenured or tenure-track faculty	14%	17%	16%	16%
Percent women of all full-time tenured or tenure-track faculty	47%	49%	49%	49%
Percent minority of all full-time (non-faculty) staff	25%	24%	26%	26%
Percent women of all full-time (non-faculty) staff	56%	56%	56%	56%

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.

Performance Measures	2013 Actual	2014 Actual	2015 Estimated	2016 Estimated
Outcome: Percent of full-time degree-seeking student need met by awarding need-based aid	65%	71%	70%	70%

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.

Performance Measures	2013 Actual	2014 Actual	2015 Estimated	2016 Estimated
Outcome: Average need-based scholarship and grant award for those awarded need based aid	\$9,703	\$11,349	\$10,500	\$10,500

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.

Performance Measures	2013 Survey Actual	2014 Survey Actual	2015 Survey Estimated	2016 Survey Estimated
Outcome: Percent of graduating seniors who will have performed voluntary community service while at SMCM	75%	62%	75%	75%

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

2013 Survey	2014 Survey	2015 Survey	2016 Survey

ST. MARY'S COLLEGE OF MARYLAND

Performance Measures	Actual	Actual	Estimated	Estimated
Outcome: Percent of graduating seniors who fulfilled a paid or unpaid internship	50%	47%	50%	53%

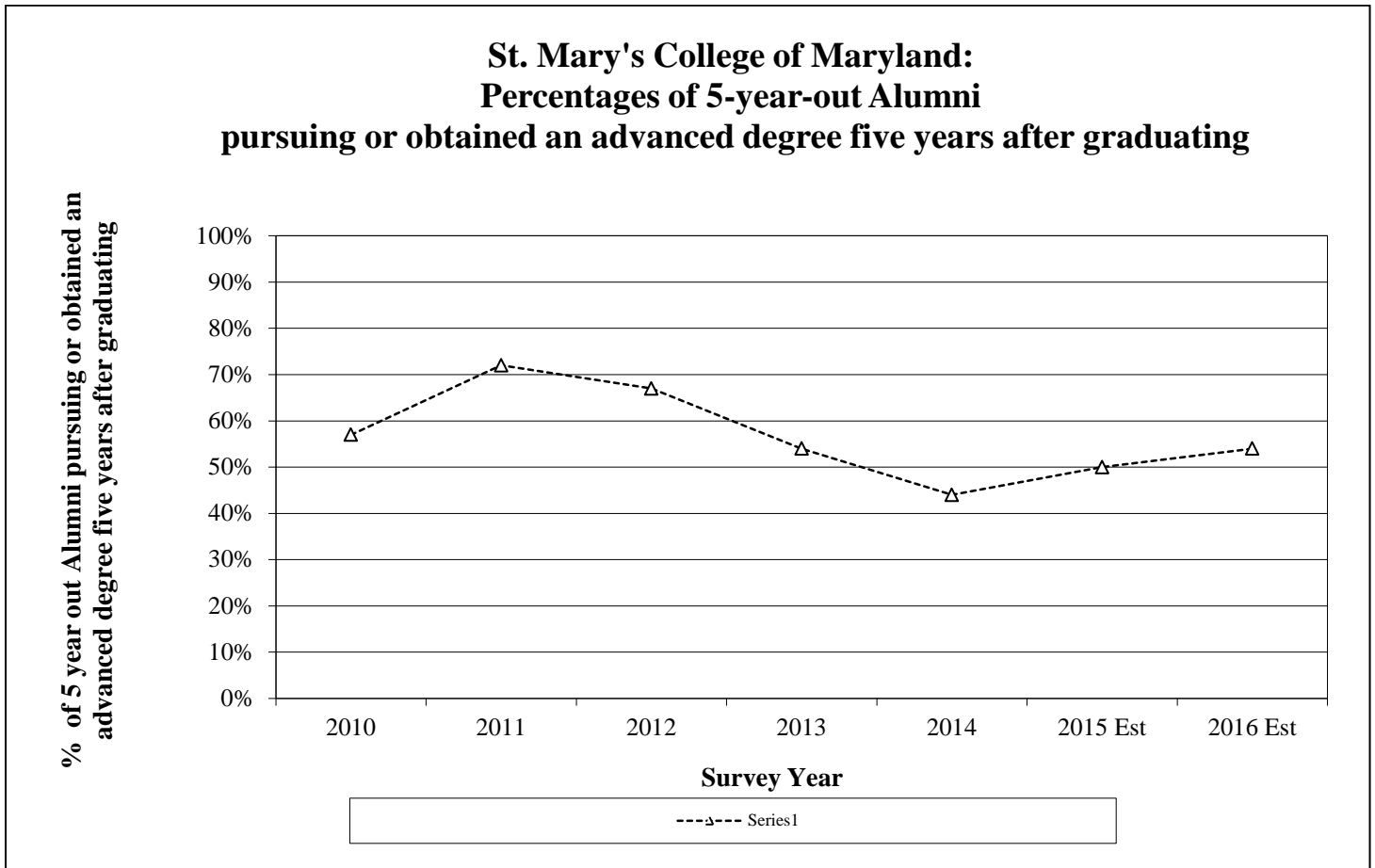
Objective 4.3 The rate of employment among five-year out alumni will exceed 95 percent.

	2013	2014	2015	2016
Performance Measures	Survey	Survey	Survey	Survey
Outcome: Employment rate of five-year-out alumni	Actual	Actual	Estimated	Estimated
	95%	--- ²	95%	95%

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

	2013	2014	2015	2016
Performance Measures	Survey	Survey	Survey	Survey
Outcome: Percent of alumni pursuing or obtained an advanced degree five years after graduation	Actual	Actual	Estimated	Estimated
	54%	44%	50%	54%

Percentage of 5-year-out Alumni pursuing or obtained advanced degree five years after graduation



² Based upon unforeseen issues with the Spring 2014 Alumni Survey administration, this metric is not available.

ST. MARY'S COLLEGE OF MARYLAND

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

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

	2013	2014	2015	2016
Performance Measures	Actual	Actual	Estimated	Estimated
Outcome: Amount of endowment value (millions)	\$27.0	\$29.1	\$32.9	\$35.1

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

	2013	2014	2015	2016
Performance Measures	Actual	Actual	Estimated	Estimated
Outcome: Annual total philanthropic commitments (millions)	\$3.8	\$2.0	\$2.5	\$3.0

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

	2013	2014	2015	2016
Performance Measures	Actual	Actual	Estimated	Estimated
Outcome: Annual scholarship philanthropic commitments	\$2,227,478	\$646,281	\$500,000	\$1,000,000

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

	2013	2014	2015	2016
Performance Measures	Actual	Actual	Estimated	Estimated
Outcome: Total dollars: federal, state, and private grants (millions)	\$2.7	\$3.6	\$4.2	\$4.2

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

	2013	2014	2015	2016
Performance Measures	Actual	Actual	Estimated	Estimated
Outcome: Dollar amount of annual grants requested by faculty (millions)	\$2.8	\$2.8	\$3.5	\$3.8

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 College underwent a presidential transition with the installation of Dr. Tuajuanda C. Jordan July 1, 2014.
- The state provided the second year of year two of tuition freeze funds for the College to freeze tuition for two years at the 2012/2013 tuition level.
- The state provided \$1.5M additional funds to reduce tuition for Maryland residents by 8 percent beyond the tuition freeze funds allocated.
- The state provided year two 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 and will enhance the College's joint programs with Historic St. Mary's City.
- The College has met its enrollment projects for the 2014-15 academic year and has stabilized enrollment and fiscal challenges experienced in FY14.
- The campus continued its 2015 decennial Middle States Commission on Higher Education reaccreditation self-study.
- There are two new executive level administrators: Gary Sherman (Vice President for Enrollment Management and Dean of Admissions and Financial Aid) and Leonard Brown (Dean of Students).
- Through substantial community input, the College has begun the traffic calming project on Route 5 to increase pedestrian, bicycle and motor traffic safety.
- The College initiated 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 2013 incoming class at 27 percent. The state funds targeted to extend the tuition freeze combined with the additional funds to reduce tuition by 8 percent have had an impact on the per cost to Maryland students.

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

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

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

Strengths

Objective 1.1: The College continues to strive to provide quality one-on-one learning experiences to facilitate students' educational experiences. St. Mary's College has been able to exceed the goal of 80 percent of the graduating class of 2014 to participate in this type of experience.

Objective 1.2: St. Mary's College has exceeded the percent of all full-time faculty who have terminal degrees.

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.

Challenges

Objective 1.2: The college is slightly below the 95 percent but the numbers are rising and expecting to meet the goal in subsequent years.

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

Strengths

Objective 2.1: Despite the enrollment challenges faced in Fall 2013, St. Mary's College was able to recruit a first-year class that met the goals for the percentage of students within the categories of minorities and those receiving Pell grants. Additionally, the College was one percentage point away from meeting its goal for first generation students within the first year class.

Objective 2.2: The six year graduation rate shows strong performance in most categories and in particular as the College projects for 2015. Specific gains have been met in meeting six-year goals in the at-risk populations.

Objective 2.3: St. Mary's has maintained a high first to second year retention rate for the first-time first-year class of 2012 re-enrolling in 2013.

Challenges

Objective 2.2: While the six-year graduation rate is performing strongly, the four-year graduation rate has been performing under the desired level. The evidence shows that most first-time first-year students who do not graduate by the fourth year have been completing the next semester or by the end of the fifth rather than in year six. The

College is developing interventions that will attempt to promote completion in four years to the populations most at risk. Retention, especially that of minority students, is something that the College monitors carefully to ensure St. Mary's is providing an inclusive educational environment for all members of our campus community. Retention, especially that of minority students, is something that the College monitors carefully to ensure an inclusive educational environment for all members of our campus community. The College has established an intentional advising approach that is an outgrowth of the expanded state funding for the DeSousa-Brent Scholars Program. This will be utilized as a strategy to meet the high goals set for bridging the gaps in persistence and completion.

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

Strengths

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

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

Challenges

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

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

Strengths

The College is showing positive progress in achieving our endowment goals (5.1). External grant funding in dollars (5.4) experienced a dip in 2013 yet remained above the target goal and projections indicate similar performance and has exceeded the goal in 2014.

Challenges

St. Mary's has recently increased its efforts to search for external grants (5.5). The goal of \$4.5M in requests is an aspirant goal. Performance, however, has many uncontrollable

variables and the granting environment, with federal tightening of research budgets, has had an effect on the number of grants and the amount attached to each grant.

St. Mary's has undergone significant leadership changes over the past 5 years. President Jordan began July 2014 and views fundraising as one of her major priorities. The College is searching for a new Vice President for Advancement. Staffing within the Advancement Office has undergone significant turnover. St. Mary's anticipates progress over the next few years once staffing and new leadership solidify.

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.	2014 Actual = Spring '14 grads	IRR
1.2	Percent of all full-time faculty who are tenured or tenure-track	Institution	The percent of full-time faculty (staff whose primary responsibility is instruction) who are either tenured or tenure-track out of all full-time faculty (staff whose primary responsibility is instruction). This includes faculty on sabbatical (or paid leave), but excludes their replacements.	2014 Actual = Fall '13	IRR
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 MFA). This includes faculty on sabbatical (or paid leave), but excludes their replacements.	2014 Actual = Fall '13	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))	2014 Actual = Fall '13	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.	2014 Actual = Fall '13	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.	2014 Actual = Fall '13	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.	2014 Actual = Fall '13	IRR/Admissions
2.1	Percent of full-time entering first year class who are minorities	IPEDS Fall Enrollment Part A	Percentage of first-time, full-time degree-seeking first-year students that were minorities (Hispanic, non-Hispanic with at least one race that was not white) who were enrolled at the college as of the census (official reporting) date. Non-resident aliens and unknown students are excluded from the numerator and denominator.	2014 Actual = Fall '13	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)	2014 Actual = Fall '13	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	2014 Actual = Fall '13	IRR

SMCM Indicator	Indicator/Measure	Source*	Operational Definition	Special Timeframe Issues	Control*
			school or an associate's degree. Students are considered not first generation if at least one parent completed a baccalaureate degree or higher degree. Students where the parent's educational level is unknown are excluded from the numerator and denominator.		
2.1	Percent of entering first year class receiving Pell Grants disbursed	Institution	Percentage of first-time, full-time degree-seeking first-year students who had a Pell Grant disbursed to them during their first year at the college.	2014 Actual = Fall '13	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.	2014 Actual = Fall '10 cohort graduating by Spring '14	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.	2014 Actual = Fall '10 cohort graduating by Spring '14	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.	2014 Actual = Fall '10 cohort graduating by Spring '14	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.	2014 Actual = Fall '10 cohort graduating by Spring '14	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.	2014 Actual = Fall '10 cohort graduating by Spring '14	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.	2014 Actual = Fall '08 cohort graduating by Spring '14	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.	2014 Actual = Fall '08 cohort graduating by Spring '14	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.	2014 Actual = Fall '08 cohort graduating by Spring '14	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	2014 Actual = Fall '08 cohort graduating by Spring '14	IRR

SMCM Indicator	Indicator/Measure	Source*	Operational Definition	Special Timeframe Issues	Control*
			graduated from SMCM within six years after matriculation. First generation students are defined as either parent completing the highest degree of either high school or an associate's degree. Students are considered not first generation if at least one parent completed a baccalaureate degree or higher degree. Students where the parent's educational level is unknown are excluded from the numerator and denominator.		
2.2	Six-year graduation rate for students with a Pell Grant disbursed during their first year	Institution	Percentage of first-time, full-time degree-seeking first-year students who had a Pell Grant disbursed to them during their first year at the college who graduated from SMCM within six years after matriculation.	2014 Actual = Fall '08 cohort graduating by Spring '14	IRR
2.3	Second-year retention rate	CDS B22	Percentage of first-time, full-time, degree-seeking first-year students who re-enrolled at SMCM one year after matriculation.	2014 Actual = Fall '12 cohort re-enrolled in Fall '13	IRR
2.4	Percent minority of all full-time tenured or tenure-track faculty	Institution	The percentage women out of all full-time tenured or tenure-track faculty (staff whose primary responsibility is instruction). Minority is defined as selecting either Hispanic or non-Hispanic with at least one race that was not white. Individuals who have self-reported that they are unknown or a non-resident alien (foreign) have been excluded from the numerator and denominator. This includes faculty on sabbatical (or paid leave), but excludes their replacements.	2014 Actual = Fall '13	IRR/HR
2.4	Percent women of all full-time tenured or tenure-track faculty	Institution	The percentage women out of all full-time tenured or tenure-track faculty (staff whose primary responsibility is instruction). This includes faculty on sabbatical (or paid leave), but excludes their replacements.	2014 Actual = Fall '13	IRR/HR
2.4	Percent minority of all full-time (non-faculty) staff	Institution	The percentage women out of all full-time staff (staff whose primary responsibility is not instruction). Minority is defined as selecting either Hispanic or non-Hispanic with at least one race that was not white. Individuals who have self-reported that they are unknown or a non-resident alien (foreign) have been excluded from the numerator and denominator.	2014 Actual = Fall '13	IRR/HR
2.4	Percent women of all full-time (non-faculty) staff	Institution	The percentage women out of all full-time staff (staff whose primary responsibility is not instruction).	2014 Actual = Fall '13	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)	2014 Actual = 2013-14 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.	2014 Actual = 2013-14 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.	2014 Actual = Spring 2014 Senior Exit Survey of 2014 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	2014 Actual = Spring 2014 Senior Exit Survey of 2014 Undergraduate Students	IRR

SMCM Indicator	Indicator/Measure	Source*	Operational Definition	Special Timeframe Issues	Control*
			left the question blank were excluded from the numerator and denominator. Note: This does not have to be a credit bearing internship.		
4.3	Employment rate of five-year-out alumni	Institution 5 year out alumni survey	Percentage of survey respondents who are employed full-or part-time (excludes "not seeking" or those that left the question blank).	2014 Survey Actual = Summer 2014 5-year-out alumni survey of the undergraduate class of 2009	IRR/Advancement
4.4	Percent of alumni pursuing an advanced degree five years after graduating	Institution 5 year out alumni survey	Percentage of survey respondents reporting enrollment in or completion of a post-baccalaureate certificate, master's, post-master's certificate, doctorate or first-professional (J.D., MD, etc.) program within five years of graduation. Those that left the question blank were excluded from the numerator and denominator.	2014 Survey Actual = Summer 2014 5-year-out alumni survey of the undergraduate class of 2009	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.	2014 Actual = FY13	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	2014 Actual = FY14	Advancement
5.3	Annual scholarship philanthropic commitments	Institution	Based on all current year commitments to scholarship & award funds	2014 Actual = FY14	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.	2014 Actual = FY13	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.)	2014 Actual = FY14	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