

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

Note: Target dates in all objectives will be adjusted upon completion of the College's revised strategic plan, effective Fall 2010.

Goal 1. Strengthen the quality of instructional offerings; in particular, implement the curricular proposals embodied in the Honors College plan approved by the faculty.

Objective 1.1 By 2007, 70 percent of all graduating seniors will complete a St. Mary's Project (SMP).

| | 2010 | 2011 | 2012 | 2013 |
|--|--------|--------|-----------|-----------|
| Performance Measures | Actual | Actual | Estimated | Estimated |
| Output: Percent graduating class completing St. Mary's Projects | 65% | 58% | 58% | 58% |

Objective 1.2 Between 2004 and 2007 recruit and maintain a regular full-time faculty, 99 percent of whom will have terminal degrees.

| | 2010 | 2011 | 2012 | 2013 |
|--|--------|--------|-----------|-----------|
| Performance Measures | Actual | Actual | Estimated | Estimated |
| Quality: Percent of core faculty with terminal degree | 98% | 98% | 99% | 99% |

Note: Unless otherwise indicated, column headers refer to fiscal years, for example "2011 Actual" refers to fiscal year 2011. Fall 2010 SAT scores will appear under "2011 Actual" since fall 2010 is in fiscal year 2011. Surveys are reported by the fiscal year in which they are conducted.

ST. MARY'S COLLEGE OF MARYLAND

Goal 2. Recruit, support, and retain a diverse 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 By fiscal year 2007 recruit diverse freshman classes having an *average* total SAT score of at least 1,240.

| | 2010 | 2011 | 2012 | 2013 |
|---|---------------|---------------|------------------|------------------|
| | Actual | Actual | Estimated | Estimated |
| Performance Measures¹ | | | | |
| Input: Average SAT scores of entering freshman class | 1,229 | 1,213 | 1,200 | 1,200 |
| Percent of entering freshman class who are African-American | 9% | 9% | 12% | 12% |
| Percent of entering freshman class who are minorities | 19% | 23% | 22% | 22% |

Objective 2.2 Between 2004 and 2007 the 6-year graduation rate for all minorities will be maintained at a minimum of 62 percent.

| | 2010 | 2011 | 2012 | 2013 |
|---|---------------|---------------|------------------|------------------|
| | Actual | Actual | Estimated | Estimated |
| Performance Measures² | | | | |
| Output: Four-year graduation rate for all minorities at SMCM | 58% | 54% | 57% | 69% |
| Six-year graduation rate for all minorities at SMCM | 63% | 79% | 67% | 54% |
| Four-year graduation rate for African-Americans at SMCM | 51% | 50% | 49% | 71% |
| Six-year graduation rate for African-Americans at SMCM | 76% | 80% | 62% | 68% |

Objective 2.3 By 2007 increase by four percent (not percentage points) compared to 2004 the proportion of faculty and administrative staff from each of the following groups: African-Americans, all racial/ethnic minorities, and women. (2004 actuals in parentheses behind each measure)

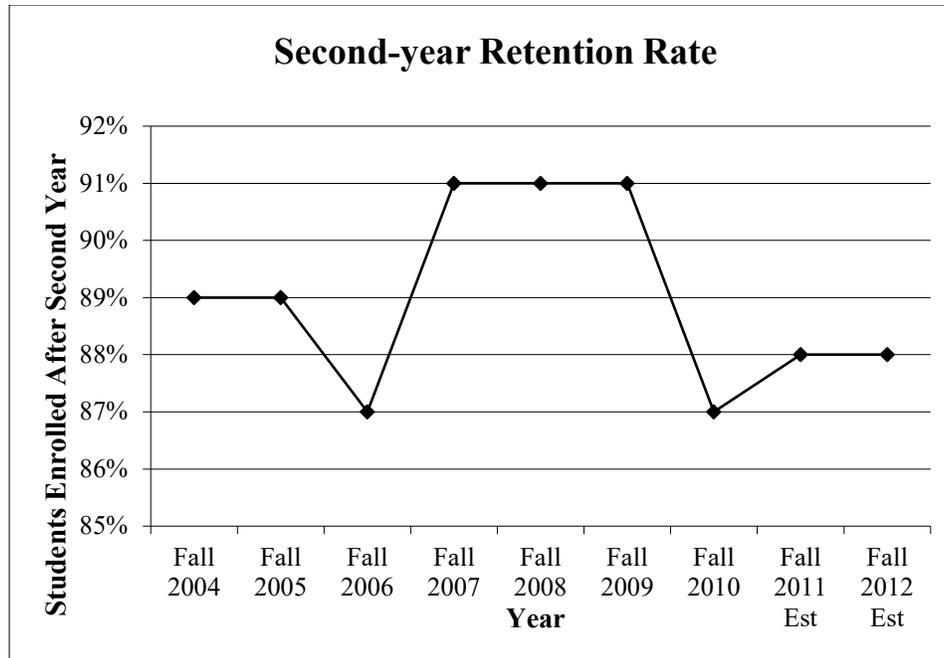
| | 2010 | 2011 | 2012 | 2013 |
|--|---------------|---------------|------------------|------------------|
| | Actual | Actual | Estimated | Estimated |
| Performance Measures³ | | | | |
| Input: Percent minority full-time/tenure track faculty (18%) | 16% | 17% | 18% | 20% |
| Quality: Percent minority full-time executive/managerial (7%) | 8% | 13% | 13% | 14% |
| Percent African-American full-time/tenure track faculty (7%) | 4% | 4% | 5% | 6% |
| Percent African-American full-time executive/managerial (5%) | 6% | 7% | 8% | 9% |
| Percent women full-time/tenure track faculty (43%) | 47% | 46% | 52% | 53% |
| Percent women full-time executive/managerial (41%) | 56% | 52% | 52% | 53% |

¹ 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).

² All 2012 and 2013 estimates are conservative. This methodology is responsible for the variation in relative positioning of the four and six year graduation rates. The numbers of minorities are small. Therefore small changes due to a few students might result in a deceptively large percentage change. The race and ethnicity classifications methodology has changed for current students. Race and ethnicity classifications are reported as of when a student entered the College and are not comparable to current student data.

³ 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).

ST. MARY'S COLLEGE OF MARYLAND



Goal 3. Increase the effectiveness of the learning environment at the College.

Objective 3.1 By 2007 second-year retention will be stabilized at a minimum of 90 percent.

| Performance Measures | 2010 Actual | 2011 Actual | 2012 Estimated | 2013 Estimated |
|---|----------------|----------------|-------------------|-------------------|
| Output: Second-year retention rate at SMCM | 91% | 87% | 88% | 88% |

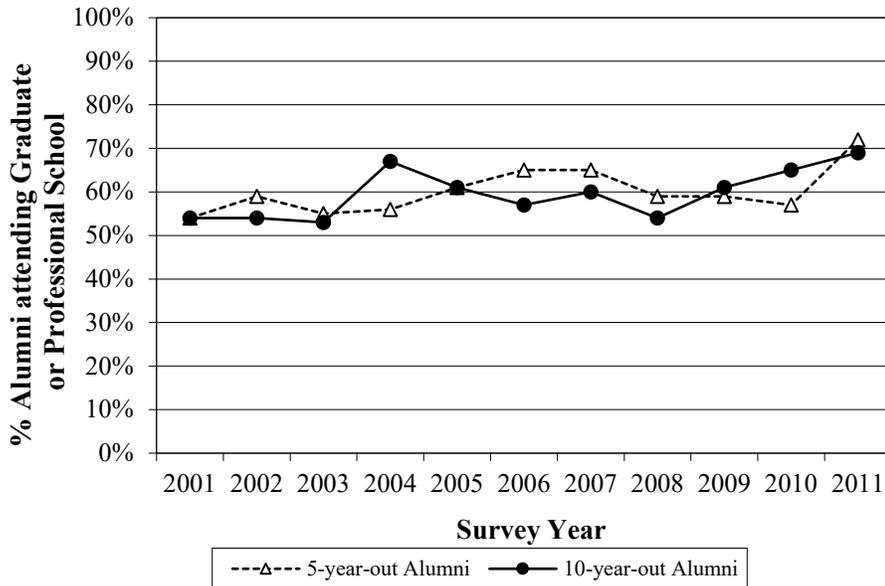
Objective 3.2 By 2007 increase the overall 6-year graduation rate to 77 percent.

| Performance Measures | 2010 Actual | 2011 Actual | 2012 Estimated | 2013 Estimated |
|--|----------------|----------------|-------------------|-------------------|
| Output: Four-year graduation rate at SMCM | 72% | 71% | 73% | 71% |
| Six-year graduation rate at SMCM | 77% | 79% | 80% | 71% |

Objective 3.3 Between 2004 and 2007 a minimum of 55 percent of the five- and ten-year-out alumni will be attending or will have attended graduate or professional school.

| Performance Measures | 2010 Survey Actual | 2011 Survey Actual | 2012 Survey Estimated | 2013 Survey Estimated |
|---|--------------------------|--------------------------|-----------------------------|-----------------------------|
| Outcome: Graduate or professional school going rate: | | | | |
| 5-year-out alumni | 57% | 72% | 72% | 72% |
| 10-year-out alumni | 65% | 69% | 69% | 69% |

**St. Mary's College of Maryland:
Percentages of 5- & 10-year-out Alumni
attending Graduate or Professional School**



Objective 3.4 Between 2004 and 2007 a minimum of 97 percent of five and ten-year-out alumni will report satisfaction with preparation for graduate studies.

| | 2010 Survey Actual | 2011 Survey Actual | 2012 Survey Estimated | 2013 Survey Estimated |
|---|--------------------------|--------------------------|-----------------------------|-----------------------------|
| Performance Measures⁴ | | | | |
| Outcome: Satisfaction with graduate/professional school preparation: | | | | |
| 5-year-out alumni | 100% | 99% | 99% | 99% |
| 10-year-out alumni | 100% | 99% | 99% | 99% |

Objective 3.5 Between 2004 and 2007 a minimum of 93 percent of five- and ten-year-out alumni will report satisfaction with job preparation.

| | 2010 Survey Actual | 2011 Survey Actual | 2012 Survey Estimated | 2013 Survey Estimated |
|---|--------------------------|--------------------------|-----------------------------|-----------------------------|
| Performance Measures⁵ | | | | |
| Outcome: Alumni satisfaction with job preparation: | | | | |
| 5-year-out alumni | 97% | 98% | 98% | 98% |
| 10-year-out alumni | 98% | 97% | 97% | 97% |

Goal 4. Increase access for students with financial need by increasing the amount of financial aid available.

Objective 4.1 By 2007 maintain the number of first-year students who receive institutionally-based financial aid (grants and scholarships) at no less than 60 percent.

⁴ Based upon 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.

⁵ Based upon 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.

ST. MARY'S COLLEGE OF MARYLAND

| Performance Measures | 2010 Actual | 2011 Actual | 2012 Estimated | 2013 Estimated |
|---|------------------------|------------------------|---------------------------|---------------------------|
| Output: Percent of first-year students who receive institutionally-based financial aid (grants and scholarships) | 64% | 60% | 60% | 60% |

Goal 5. St. Mary's College will increase its contributions to the Maryland workforce.

Objective 5.1 By 2007 at least 18 percent of graduates of St. Mary's College of Maryland will become teachers.

| Performance Measures | 2010 Survey Actual | 2011 Survey Actual | 2012 Survey Estimated | 2013 Survey Estimated |
|---|-----------------------------------|-----------------------------------|--------------------------------------|--------------------------------------|
| Outcome: Percent of 5-year-out alumni who are teachers | 16% | 17% ⁶ | 17% | 18% |

Goal 6. Obtain additional funds through fundraising to support institutional goals.

Objective 6.1 Increase the endowment fund to \$32,400,000 by fiscal year 2007.

| Performance Measures | 2010 Actual | 2011 Actual | 2012 Estimated | 2013 Estimated |
|--|------------------------|------------------------|---------------------------|---------------------------|
| Output: Amount of endowment value (in millions) | \$26.3 | \$28.0 | \$26.35 | \$28.37 |

Objective 6.2 By Calendar Year (CY) 2006 increase giving by graduates to the College to 27 percent.

| Performance Measures | CY2009 Actual | CY2010 Actual | CY2011 Estimated | CY2012 Estimated |
|---|--------------------------|--------------------------|-----------------------------|-----------------------------|
| Output: Percent of alumni giving | 22% | 22% | 22% | 23% |

⁶ Based upon 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.

ST. MARY'S COLLEGE OF MARYLAND

Cost Containment

Significant cost containment actions adopted by the St. Mary's College of Maryland in FY 2011 and the level of resources saved:

| | |
|--|---------------|
| • Relocation of Margaret Brent Hall versus demolition and construction of new building. | \$500,000 |
| • In-house installation of audio visual wiring in the Schaefer Hall math lab versus utilizing an outside contractor. | \$74,000 |
| • Re-used existing furniture in Margaret Brent Hall versus purchasing new furniture. | \$65,000 |
| • New technology services administrative platform hardware savings. | \$54,000 |
| • In-house design of the Lewis Quad food service venue versus hiring outside firm. | \$25,000 |
| • Greenhouse re-glazing materials funded by grant. | \$20,000 |
| • Utilized rubberized deck cover for pool, reducing need for pool resurfacing. | \$20,000 |
| • Re-used existing furniture in the Lewis Quad food service venue. | \$10,000 |
| • Annual maintenance savings for new technology services administrative platform. | \$8,100 |
| • Modified student schedule for registering on-line, reducing the number of faculty advisors needed on campus in the summer. | \$5,200 |
| • Revised fungicide treatment on baseball field. | \$5,000 |
| • Reduced number of copiers on rental agreement. | \$3,300 |
| • Hired an in-house tree expert. | \$2,500 |
| • Purchased mulch locally. | \$2,400 |
| • <u>Created new naturalized area on campus, reducing mowing area.</u> | <u>\$ 700</u> |

Total of cost containment initiatives:

\$795,200

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 design for the replacement of Anne Arundel Hall is 95% complete. The completion of the design is projected for January 2012.
- College continues to have balanced budgets as a result of strong enrollment and retention, and selected cost containment measures
- Search completed for Vice President of Academic Affairs and Dean of the Faculty with the selection of Dr. Beth Rushing

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.

Strengths

There are four objectives for which St. Mary's College has strong performance. In Goal 1 Objective 1.2, St. Mary's College continues to strive for excellence in liberal arts education through a talented faculty, 98 percent of which hold a terminal degree. The first-to second-year retention rate for a baccalaureate degree remains high at 87.1 percent (Goal 3 Objective 3.1). The six-year graduation rate of 70 percent for the College continues to meet the goal of 77 percent (Goal 3 Objective 3.2).

St. Mary's prides itself in preparing students for life after college. Out of the most recent survey of five- and 10-year out alumni, the graduate or professional school going rate surpassed the goal of 55 percent with 72 percent of five-year-out and 69 percent of ten-year-out alumni attending graduate or professional school (Goal 3 Objective 3.3).

Challenges

Three objectives are challenging for St. Mary's. Our efforts in these are detailed below.

Goal 1 Objective 1.1: St. Mary's Project participation rates have declined. There are two reasons for this decline. When the goal of 70 percent participation in St. Mary's Projects was established, the number of majors requiring a St. Mary's Project was higher. With the introduction of a new Core Curriculum in 2008, a slight shift in departmental requirements allows students the option of a St. Mary's Project or an alternative senior experience. In addition, the distribution of graduating students by major has shifted toward majors that offer the alternative requirement rather than the St. Mary's Project. An example of this is in the Psychology Department, which produced the largest proportion of 2011 graduates, and made the St. Mary's Project experience optional. The College must reassess whether the 70 percent participation goal remains an appropriate measure of this objective.

Goal 2 Objective 2.2: Graduation rates for all students as well as subgroups of the population are important in tracking those at St. Mary's who have successfully completed their program of study. St. Mary's continues to meet the goals that the six-year graduation rate for minority students at the College will maintain or surpass 62 percent. In addition, the College continues to refine the methodology for projecting four- and six-year graduation rates. The estimates for 2011 and 2012 fluctuate as a result of the relatively small African-American and minority populations at the College. While 18 percent of our current student body belongs to minority groups, this represents a fairly small number for what is a relatively small student body. Retention, especially that of minority students, is a strength of St. Mary's and something that we monitor carefully to ensure we are providing an inclusive educational environment for all members of our campus community.

Goal 2 Objective 2.3: St. Mary's College affirms the importance of hiring and retaining African-American faculty and executive/managerial staff. Over the past five years, we have increased our faculty count by 15 but have not kept pace with the hiring of minorities at a comparable rate. St. Mary's has developed both internal and external methods to assist with the recruitment of strong faculty. Internally, St. Mary's is developing on-campus focus groups and meeting with search committees to discuss avenues for casting a wider net for recruitment. Externally, the College has joined the Mid-Atlantic Higher Education Recruitment Consortium and is pursuing advertising in a broader spectrum of media outlets. Our overall number of faculty and staff is small, with one staff member constituting a two percent change in executive/managerial staff. We continue to promote the hiring of minority candidates through our EEO/AA office and the creation of an increasingly welcoming work environment.

| SMCM Indicator | Indicator/Measure | Source* | Operational Definition | Special Timeframe Issues | Control* |
|----------------|---|-------------|--|--|---------------------------------------|
| 1.1 | Percent graduating class completing SMPs | Institution | (# of graduates completing a St. Mary's Project / # of all graduates) * 100 | 2011 Actual = Spring '11 grads | Registrar's Office |
| 1.2 | Percent of core faculty with terminal degree | Institution | Percentage of core faculty (non-visiting, assistant through full professor) holding a terminal degree, including all doctorates and the MM and MFA. | 2011 Actual = Fall '10 | Dean of Faculty's Office |
| 2.1 | Average SAT scores of entering freshman class | Institution | Mean of total SAT score; i.e., (SATV + SATM) of first-time full-time degree-seeking freshmen | 2011 Actual = Fall '10 | Admissions Office |
| 2.1 | Percent AfrAm of entering freshman class | EIS | Prior to Fall 2010: (# of AfrAm first-time first-year students / # of race known first-time first-year students) * 100 (first-time full-time degree-seeking freshmen only) Starting in Fall 2010: (# of Non-Hispanic first-time first-year students who selected AfrAm / # of race known first-time first-year students) * 100 (first-time full-time degree-seeking freshmen only) Note: 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). | 2011 Actual = Fall '10 | Admissions Office, Registrar's Office |
| 2.1 | Percent all minorities of entering freshman class | EIS | Prior to Fall 2010: (# of all minorities first-year students / # of race known first-year students) * 100 (first-time full-time degree-seeking freshmen only) Starting in Fall 2010: (# of Hispanic or non-Hispanic but listed at least one of the following categories: Asian, Pacific Islander, African American, American Indian of first-time first-year students / # of race known first-time first-year students) * 100 (first-time full-time degree-seeking freshmen only) Note: Non-resident alien students are included within their racial classification code. 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). | 2011 Actual = Fall '10 | Admissions Office, Registrar's Office |
| 2.2 | Four-year graduation rate of all minorities at SMCM | Institution | Percentage of first-time, full-time degree-seeking minority freshmen who graduated from SMCM within four years after matriculation. Note: Non-resident alien students are included within their racial classification code. This metric uses the initial racial classification of students and therefore uses the old racial classification. | 2011 Actual = Fall '07 cohort graduating by Spring '11 | Registrar's Office, OIR |
| 2.2 | Six-year graduation rate of all minorities at SMCM | Institution | Percentage of first-time, full-time degree-seeking minority freshmen who graduated from SMCM within six years after matriculation. Note: Non-resident alien students are included within their racial classification code. This metric uses the initial racial classification of students and therefore uses the old racial classification. | 2011 Actual = Fall '05 cohort graduating by Spring '11 | Registrar's Office, OIR |
| 2.2 | Four-year graduation rate of AfrAm at SMCM | Institution | Percentage of first-time, full-time degree-seeking AfrAm freshmen who graduated from SMCM within four years after matriculation. Note: Non-resident alien students are included within their racial classification code. This metric uses the initial racial classification of students and therefore uses the old racial classification. | 2011 Actual = Fall '07 cohort graduating by Spring '11 | Registrar's Office, OIR |
| 2.2 | Six-year graduation rate of AfrAm at SMCM | Institution | Percentage of first-time, full-time degree-seeking AfrAm freshmen who graduated from SMCM within six years after matriculation. Note: Non-resident alien students are included within their racial classification code. This metric uses the | 2011 Actual = Fall '05 cohort graduating by Spring '11 | Registrar's Office, OIR |

| SMCM Indicator | Indicator/Measure | Source* | Operational Definition | Special Timeframe Issues | Control* |
|----------------|--|---------|--|--------------------------|--|
| | | | initial racial classification of students and therefore uses the old racial classification. | | |
| 2.3 | Percent minority full-time tenure/tenure-track faculty | EDS | Prior to Fall 2010: (# of full-time tenured or tenure-track minority faculty / # of all full-time tenure-track faculty) * 100 (includes faculty on sabbatical, but not those on leave) Starting in Fall 2010: (# of Hispanic or non-Hispanic but listed at least one of the following categories: Asian, Pacific Islander, African American, American Indian of full-time tenured or tenure-track faculty/ # of race known full-time tenured or tenure-track faculty) * 100 (full-time tenured or tenure-track faculty only) Note: Non-resident alien students are included within their racial classification code. 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). | 2011 Actual = Fall '10 | Dean of Faculty's Office, Human Resources, OIR |
| 2.3 | Percent minority full-time executive/managerial | EDS | Prior to Fall 2010: (# of minority full-time executive/managerial / # of all executive/managerial) * 100 Starting in Fall 2010: (# of Hispanic or non-Hispanic but listed at least one of the following categories: Asian, Pacific Islander, African American, American Indian of executive/managerial / # of race known executive/managerial) * 100 Note: Non-resident alien students are included within their racial classification code. 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). | 2011 Actual = Fall '10 | Human Resources, OIR |
| 2.3 | Percent AfrAm full-time tenure/tenure-track faculty | EDS | Prior to Fall 2010: (# of AfrAm full-time tenured/tenure-track faculty / # of full-time tenured/tenure-track faculty with race known.) Starting in Fall 2010: (# of full-time tenured or tenure-track faculty who are non-Hispanic but selected at least one race of AfrAm / # of all full-time tenure-track faculty with known race) * 100 (includes faculty on sabbatical, but not those on leave) Note: Non-resident alien students are included within their racial classification code. The race and ethnicity classifications methodology has changed for the 2011 Actual (Fall 2010). All (includes faculty on sabbatical, but not those on leave). Prior year's data are not comparable to the 2011 Actual (Fall 2010). | 2011 Actual = Fall '10 | Dean of Faculty's Office, Human Resources, OIR |
| 2.3 | Percent AfrAm full-time executive/managerial | EDS | Prior to Fall 2010: (# of AfrAm full-time executive/managerial/ # of full-time executive/managerial with race known.) Starting in Fall 2010: (# of full-time executive/managerial who are non-Hispanic but selected at least one race of AfrAm / # of all full-time executive/managerial with known race) * 100 Note: Non-resident alien students are included within their racial classification code. 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 | 2011 Actual = Fall '10 | Human Resources, OIR |

| SMCM Indicator | Indicator/Measure | Source* | Operational Definition | Special Timeframe Issues | Control* |
|----------------|--|------------------------------|---|--|--|
| | | | 2010). | | |
| 2.3 | Percent women full-time tenure/tenure-track faculty | EDS | Self explanatory (includes faculty on sabbatical, but not those on leave) | 2011 Actual = Fall '10 | Dean of Faculty's Office, Human Resources, OIR |
| 2.3 | Percent women full-time executive/managerial | EDS | Self explanatory | 2011 Actual = Fall '10 | Human Resources, OIR |
| 3.1 | Second-year retention rate at SMCM | Institution | Percentage of first-time, full-time, degree-seeking freshmen who re-enrolled at SMCM one year after matriculation. | 2011 Actual = Fall '09 cohort re-enrolled in Fall '10 | Registrar's Office, OIR |
| 3.2 | Four-year graduation rate at SMCM | Institution | Percentage of first-time, full-time degree-seeking freshmen who graduated from SMCM within four years after matriculation | 2011 Actual = Fall '07 cohort graduating by Spring '11 | Registrar's Office, OIR |
| 3.2 | Six-year graduation rate at SMCM | Institution | Percentage of first-time, full-time degree-seeking freshmen who graduated from SMCM within six years after matriculation. | 2011 Actual = Fall '05 cohort graduating by Spring '11 | Registrar's Office, OIR |
| 3.3 | Grad/professional school going rate – within five years | SMCM Alumni Survey (5-year) | Percentage of survey respondents reporting enrollment in or completion of a post-baccalaureate degree program (master's, doctorate, or professional) within five years of graduation. | 2011 Survey Actual = Spring '06 grads surveyed in 2011 | OIR |
| 3.3 | Grad/professional school going rate – within ten years | SMCM Alumni Survey (10-year) | Percentage of survey respondents reporting enrollment in or completion of a post-baccalaureate degree program (master's, doctorate, or professional) within ten years of graduation. | 2011 Survey Actual = Spring '01 grads surveyed in 2011 | OIR |
| 3.4 | Student satisfaction: grad/professional school preparation – five year | SMCM Alumni Survey (5-year) | Percentage of survey respondents who enrolled in or completed graduate or professional school within five years of SMCM graduation and who rated their preparation for advanced education as excellent, good, or fair. (Based upon unforeseen data issues with the Spring 2011 Alumni Survey administration, this metric has been extrapolated for the 2011 Actual based upon prior values and was calculated by constructing a weighted average of the prior two year's actual survey results.) | 2011 Survey Actual = Spring '06 grads surveyed in 2011 | OIR |
| 3.4 | Student satisfaction: grad/professional school preparation – ten year | SMCM Alumni Survey (10-year) | Percentage of survey respondents who enrolled in or completed graduate or professional school within ten years of SMCM graduation and who rated their preparation for advanced education as excellent, good, or fair. (Based upon unforeseen data issues with the Spring 2011 Alumni Survey administration, this metric has been extrapolated for the 2011 Actual based upon prior values and was calculated by constructing a weighted average of the prior two year's actual survey results.) | 2011 Survey Actual = Spring '01 grads surveyed in 2011 | OIR |
| 3.5 | Student satisfaction: job preparation – five year | SMCM Alumni Survey (5-year) | Percentage of survey respondents employed full-time within five years of SMCM graduation and who rated their SMCM education as excellent, good, or fair preparation for their job (excluding "Uncertain"). (Based upon unforeseen data issues with the Spring 2011 Alumni Survey administration, this metric has been extrapolated for the 2011 Actual based upon prior values and was calculated by constructing a weighted average of the prior two year's actual survey results.) | 2011 Survey Actual = Spring '06 grads surveyed in 2011 | OIR |

| SMCM Indicator | Indicator/Measure | Source* | Operational Definition | Special Timeframe Issues | Control* |
|----------------|--|---|--|--|--|
| 3.5 | Student satisfaction: job preparation – ten year | SMCM Alumni Survey (10-year) | Percentage of survey respondents employed full-time within ten years of SMCM graduation and who rated their SMCM education as excellent, good, or fair preparation for their job (excluding “Uncertain”). (Based upon unforeseen data issues with the Spring 2011 Alumni Survey administration, this metric has been extrapolated for the 2011 Actual based upon prior values and was calculated by constructing a weighted average of the prior two year’s actual survey results.) | 2011 Survey Actual = Spring ’01 grads surveyed in 2011 | OIR |
| 4.1 | % of first-year students who receive institutionally-based financial aid (grants and scholarships) | Institution | (# of first-year students receiving SMCM-based grants and scholarships / # of first-year students) * 100 | 2011 Actual = Fall ’10 | Financial Aid |
| 5.1 | Percent of alumni who are teachers – five year | SMCM Alumni Survey (5-year) | (Number of 5-year-out full-time employed alumni who are employed as teachers / # of 5-year-out full-time employed alumni) * 100 (Based upon unforeseen data issues with the Spring 2011 Alumni Survey administration, this metric has been extrapolated for the 2011 Actual based upon prior values and was calculated by constructing a weighted average of the prior two year’s actual survey results.) | 2011 Survey Actual = Spring ’06 grads surveyed in 2011 | OIR |
| 6.1 | Amount of endowment value | IPEDS Finance Report; Office of Advancement | Sum of the College Endowment (IPEDS Part H, Column 2, Line 02) and Foundation Endowment for the specified fiscal year. | 2011 Actual = FY10 | Office of Advancement, Business Office |
| 6.2 | Percent alumni giving | Institution | (# of alumni donors / # of alumni solicited) * 100 | 2010 Actual = Calendar Year 2010 | Office of Advancement |

Source and Control abbreviations:
 EIS - MHEC Enrollment Information System
 EDS - MHEC Employee Data System
 DIS - MHEC Degree Information System
 OIR - Office of Institutional Research