ST. MARY'S COLLEGE OF MARYLAND

1. MISSION

St. Mary's College of Maryland is Maryland's honors college, a selective, public liberal arts college—a vibrant community of scholars and learners. We foster a rigorous and innovative curriculum; experiential learning; scholarship and creativity; close mentoring relationships; and a community dedicated to honesty, civility, and integrity. We are committed to diversity, access, and affordability. Our students, faculty and staff serve local, national, and global communities and cultivate and promote social responsibility.

2. INSTITUTIONAL ASSESSMENT

A. FY17 Highlights

Significant changes and events occurring at St. Mary's College of Maryland (SMCM) during FY17 included the following.

- A small team site visit from the Middle States Commission on Higher Education (MSCHE) was held on March 27, 2017. Based on this visit, and on a Monitoring Report submitted in March 2017, the MSCHE voted in June 2017 to remove the accreditation warning and fully re-affirm SMCM'S accreditation through 2024-2025 without the need for a progress report.
- SMCM completed the first year of implementation of the 2016-19 strategic plan, *A Time For Rebirth*.
- Anne Arundel Hall opened for classes on August 29, 2016, the first day of the fall semester. The building was dedicated on October 15, 2016, and provides much-needed classroom, office, and laboratory space for Anthropology, International Languages and Cultures, Museum Studies, and Historic St. Mary's City.
- Groundbreaking for the Jamie L. Roberts Stadium took place on September, 17, 2016, marking the official completion of the $2.5 million capital building campaign.
- Dr. Kortet Mensah was appointed to the new position of Associate Vice President of Diversity and Inclusion.
- The Bachelor of Science (B.S.) degree was implemented in six disciplines (biology, biochemistry, chemistry, computer science, physics, and psychology). Among the graduating class of 2017, 106 of the 154 students (69%) in one of these majors elected to earn B.S. degrees. Students entering SMCM in 2016 or later will automatically earn a B.S. instead of a Bachelor of Arts (B.A.) in these disciplines.
- SMCM was one of 12 institutions (selected from 88 applicants) to participate in the Council on Undergraduate Research (CUR) Transformations Project. Faculty from

chemistry and psychology will work with CUR experts to identify ways to integrate undergraduate research into the curricula of those majors.

- The state funding formula for SMCM was reset during the 2017 General Assembly session to include State support for health care and wage increases to help maintain affordability, and to establish a performance based funding incentive based on achieving six-year graduation rates.

- SMCM was named to several college ranking lists, including: Top Public Liberal Arts Colleges (U.S. News & World Report), Colleges of Distinction, Best 380 Colleges (Princeton Review), Best Colleges for Your Money (Money Magazine), Best Value Colleges (Kiplinger's), Fiske Guide to Colleges, Best Colleges in Maryland (AdvisoryHQ), and Top Colleges in the South for Student-Faculty Ratio (Wall Street Journal).

B. Analysis of Goals and Objectives

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

Strengths

Objective 1.1: SMCM students continue to complete one-on-one learning experiences with faculty at high rates. The 2016-19 Strategic Plan includes a number of objectives related to expanding opportunities for high-impact practices, as we continue to strive toward the target of 80% of the graduating class participating in a one-on-one learning experience.

Objectives 1.2 and 1.3: SMCM is committed to offering a rigorous curriculum taught by qualified faculty. For three of the past five years, SMCM has met or exceeded the targeted percent of full-time faculty who have terminal degrees, and full-time faculty teach the great majority of undergraduate credit hours as indicated by meeting or exceeding the target for the past three years. This combination of a consistently low student-faculty ratio with a faculty of qualified full-time professors is essential to the success of achieving and maintaining a high quality academic program.

Peer Benchmarks: SMCM has by far the lowest student-faculty ratio (10:1) among the traditional four-year public institutions in Maryland, with the next lowest being Coppin State at 13:1 and the average being 16:1. The SMCM student-faculty ratio (along with New College of Florida) is also the lowest among COPLAC institutions, which also average 16:1; and is on par with peer and aspirant peer institutions, which range from 9:1 to 14:1 (with an average of 11:1) and include many private colleges. *(Source: IPEDS Data Center)*

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

Strengths

Objective 2.1: In FY17, SMCM was able to recruit a first-year class that exceeded the target for the percentage of minority students for the fourth year in a row, and once again nearly met the target for those receiving Pell grants (only 1/2 a percentage point below). Additionally, SMCM continues to attract a significant portion of its entering class from first generation college students. Although the percentage dropped slightly to 18% (after three years at19%, just below the target of 20%), current estimates indicate that first-generation students will represent an increased proportion of the FY18 incoming class (24%). High school academic performance of the entering class remains strong, with an increase in GPA projected for FY18.

Objective 2.2: After a one-year decline in FY16, the overall six-year graduation rate (Fall 2011 cohort graduating by 2017) returned to previous higher levels (78%) in FY17, although not quite reaching the target of 80%. Six-year graduation rates for Hispanic students (81%), first generation students (74%), and Pell grant recipients (68%) remain strong and at or near individual targets.

> *Peer Benchmarks:* Despite falling just short of our own target for six-year graduation rates this year, the most recent comparison data available (FY15) show that SMCM's overall six-year graduation rate in that year (79%) exceeded that of other COPLAC institutions (average = 55%), other Maryland public four-year institutions (average = 47%), and peer institutions (average = 75%). The average six-year graduation rate at private aspirant institutions was 90% in FY15. Furthermore, the most recent data for Hispanic students show that SMCM's six-year graduation rate in FY15 (86%) was far above that of all comparison groups, including other COPLAC institutions (50%), other Maryland publics (39%), and peer institutions (69%), equaling the rate reported by private aspirant institutions (86%). *(Source: IPEDS Data Center)*

Objective 2.3: While the specific target for the first to second-year retention rate was not met in FY17, the rate has remained high and relatively stable for the past five years. Early estimates indicate that this rate will increase in FY18, for the entering class of Fall 2016 returning in Fall 2017. SMCM has implemented a comprehensive early-alert system (the Beacon Student Success module within CampusLabs) in an effort to reach our retention target moving forward.

> *Peer Benchmarks:* Based on the most recent data available (FY16), SMCM's first-to-second year retention rate (86%) was well above those of other public liberal arts colleges (COPLAC schools, average = 75%) and Maryland public four-year institutions (average = 76%), and is on par with peer institutions (average = 86%), many of which are private. Retention rates at private aspirant institutions averaged 94% in FY16, which is well above SMCM's target but is a useful aspirational benchmark as we strive to remain competitive with those institutions. *(Source: IPEDS Data Center)*

Objective 2.4: SMCM continues to work toward its goal to maintain a diverse faculty and staff.

Several strategies were implemented in FY17 to work toward attracting and retaining faculty and staff, which is also a prominent aspect of the Strategic Plan. For example, a campus-wide Affirmative Action Plan was developed; a new faculty mentoring program was implemented; and search committees were educated on best practices in recruiting a diverse pool of candidates. Early indications are that these strategies have been successful; for example, 46% (6 of 13) of new tenure-track faculty members beginning in FY18 are members of a minority group.

Objective 2.5: SMCM has achieved and exceeded the target of an entering class that contains 20% transfer students, and levels are expected to maintain at 20% or higher over the next two years.

Objective 2.6: The three-year graduation rate for transfer students exceeded the target this year, and is at its highest point in five years. The projected data shows that this positive trend is expected to continue through FY18 and FY19. Although the four-year rate was lower than the target this year, this rate is also expected to climb over the next two years and to exceed the set target of 70%. We will continue to explore strategies to support transfer students and ensure their timely graduation, for example through the continued development of articulation agreements with two-year institutions.

> *Peer Benchmarks:* Graduation rates for transfer students are not tracked in the federal IPEDS database; therefore benchmark information is only available from those schools which participate in the voluntary Student Achievement Measure (SAM) program. Based on the most recent data available from SAM (2014), SMCM's four-year graduation rate for transfer cohorts (73%) was well above those of other Maryland public four-year institutions (average = 56%). SMCM also compares favorably to COPLAC institutions that participate in SAM (16 of 24) which report an average four-year transfer graduation rate of 57%. Only 2 of 12 peer institutions (both also COPLAC institutions) and no aspirant institutions participate in SAM. *(Source: studentachievementmeasure.org)*

Challenges

Objective 2.1: The median SAT scores of the entering class have continued to decline in recent years. SMCM strives to use a holistic admissions process, prioritizing overall "fit" and multiple indicators of success rather than relying heavily on GPA and SAT scores alone. SMCM will continue to closely monitor the recent entering classes for signs of struggling students. In addition, SMCM has instituted the use of a national risk analysis tool, the Student Interest Survey, to identify at-risk students and intervene with appropriate and targeted support. Also, SMCM continues to face challenges in recruiting and enrolling students from outside of Maryland, and this is a critical aspect of the overall Strategic Plan.

> *Peer Benchmarks:* Despite falling short of our own target for SAT scores, the average SAT score of SMCM entering students (1127) continues to exceed that of most other Maryland four-year institutions (FY17 average = 1027), and our students rank well against high school seniors both in Maryland (FY17 average = 980) and nationwide (FY17 average = 1002). *(Source: MHEC 2017 Data Book)*

Objective 2.2: Four-year graduation rates for FY17 (Fall 2013 cohort graduating by 2017) were lower than previous years, both overall and in almost all groups. This is likely an anomaly regarding the Fall 2013 cohort, as most four-year rates are projected to rebound in the coming years. Six-year graduation rates for minority students and for African-American students in particular continue to be low this year, below targets and below the overall six-year rates for all students.

We continue to look for strategies to support and encourage students to graduate, ideally in four years or less; for example, the Beacon Student Success module was implemented on a pilot basis in Fall 2016 as a means to coordinate communication with students among the faculty and staff most centrally involved with them. Beacon also allows us to identify students who may be at risk and help design interventions that can be implemented early in the students' career, and will be implemented more widely in the FY18 academic year.

Recent analysis indicates that far fewer students of color, particularly African-American students, enter SMCM with advanced placement credits, placing them at a disadvantage in achieving four-year graduation. SMCM is investigating expanding course offerings outside the traditional fall and spring semester schedule (e.g., expanded summer offerings, a winter term) to provide opportunities for students to make up missing credits and graduate in a timely fashion.

> *Peer Benchmarks:* Based on the most recent comparison data available (FY15), SMCM's overall four-year graduation rate (67% for the 2009 cohort) exceeded those of other public liberal arts colleges (COPLAC schools, average = 37%) and other Maryland public four-year institutions (average = 26%), as well as peer institutions (average = 66%), many of which are private. The average four-year graduation rate at private aspirant institutions was 86% in FY15, well above our target. Furthermore, both four-year and six-year graduation rates for African-American students, Hispanic students, and all minority students combined in FY15 were 22-47% higher at SMCM than at other COPLAC or Maryland public institutions. Compared to peer institutions, four-year rates for these groups were comparable (within 5%), and six-year rates were 11-17% higher at SMCM. Finally, although SMCM's four-year rates for these minority groups average 22-29% lower than private aspirant institutions, the six-year rates for African-American students, Hispanic students, and all minority students combined at SMCM were within 5% of those reported by aspirant peers in FY15. *(Source: IPEDS Data Center)*

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

Strengths

Objective 3.1: This objective has consistently been met as SMCM has focused on meeting the financial needs of entering first-time students.

Objective 3.2: These performance measures reveal that students receiving need-based aid in

their first semester are successfully persisting at SMCM. While the specific performance targets were not all met this year, students receiving need-based aid performed on a level comparable to the overall student population with regard to first-to-second year retention, four-year graduation, and six-year graduation.

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

Strengths

Objectives 4.1, 4.2, 4.3, and 4.4: SMCM prides itself in preparing students for life after college. Recently, we have focused on promoting community service (4.1) and internships (4.2) and these efforts appear to be succeeding. Community service participation has risen sharply from previous levels over the past two years, and internships are on the rise as well. Performance in both areas meets or exceeds the target this year. Strategic Plan initiatives are expected to support continued increases in student participation in internships. SMCM students continue to be employed at high rates five years after graduation (4.3), and the proportion of students continuing their education at the graduate level within five years (4.4) also continues to increase. Both of these measures have exceeded their targets for the past two years.

C. Response to Commission Assessment

The College is to be commended for increasing the percentage of transfer students enrolling from two-year institutions (growing from 16% of the entering fall class in 2012 to 22% in 2016). The College's 2016 Performance Accountability Report indicated that graduation rates for transfer students had fallen below targeted goals but plans are underway to ensure timely graduation for these students. Please discuss specific initiatives and efforts the College has in place or will implement to help transfer students persist and graduate.

The College is engaged with three separate but mutually supportive initiatives. *First,* Vice President for Enrollment Management David Hautanen is working with several community colleges in the region to streamline and better support transition to St. Mary's. Activities span from program-specific articulation agreements (e.g., Biology) to dual acceptance at the community college and St. Mary's with an assigned SMCM faculty advisor from day one to help the students realize a more planful transition. *Second,* each department at St. Mary's will designate one faculty as the "transfer student advisor" and by so doing provide explicit accountability for transfer student transition and foster in-depth experience with transfer student concerns. Each transfer student will be assigned a transfer student advisor immediately upon submitting an enrollment deposit. *Third,* the College has begun a policy of grouping incoming transfer students together during Orientation in order to help these students connect with other similar students. The Orientation group receives specialized advising and attends a special student panel composed of existing transfer students.

Since Fall 2011, the College has experienced a substantial shift in the enrollment pattern of transfer students. In Fall 2011, new transfer students entering St. Mary's were evenly split between those entering with 48 or fewer credits (first-year or sophomore standing, 50%) and those entering with over 49 credits (junior standing or above, 50%). In contrast, in Fall 2016, the majority of new transfer students (68%) entered with junior standing or above. The three initiatives outlined above are designed to streamline overall student transfer enrollment and to engage students in planning transfer earlier in their academic progress, and by so, doing graduate on time.

	Data Definitions and Control Procedures – St. Mary's College of Maryland (R14) Updated August 2017			
Objective	**Timeframe**	**Indicator/Measure**	**Source**	**Operational Definition**
1.1	2017 Actual = Spring '17 grads Frequency of Collection: Yearly	Percent of the graduating class successfully completing a one-on-one learning experience	Registrar	The percent of the graduating undergraduate class that has completed a one-on-one learning experience, defined as a St. Mary's Project (SMP), Directed Research, Independent Study, a credit-based internship, or private musical instruction. This will include all students that have received a grade of D or higher in at least one of the following courses: XXXX493, 494, *97, *98, or *99; or MUSA28*/38*. Students who have completed more than one of these experiences have only been counted once.
1.2	2017 Actual = Fall '16 Frequency of Collection: Yearly	Percent of all full-time faculty who have terminal degrees	Human Resources	The percent of all full-time faculty (staff whose primary responsibility is instruction) who have a doctorate or other terminal degree (MM or MFA). This includes faculty on sabbatical (or paid leave), but excludes their replacements.
1.2	2017 Actual = Fall '16 Frequency of Collection: Yearly	Percent of undergraduate credit hours taught by full-time faculty	Registrar	The percent of all registered undergraduate credit hours taught by full-time faculty, whether tenured, tenure-track, or temporary. Cross-listed classes are combined and assigned to the primary instructor; non-credit laboratories and subsections are excluded.
1.3	2017 Actual = Fall '16 Frequency of Collection: yearly	Undergraduate student faculty ratio (IPEDS calculation)	Institutional Research	Students = Full-time undergraduate students + 1/3* (Part-time undergraduate students) Faculty = Full-time faculty – faculty exclusively teaching in graduate programs + 1/3 * (Part-time faculty + Administrators or other staff teaching part-time)
2.1	2017 Actual = Fall '16 Frequency of Collection: yearly	Median SAT scores of first year entering class	Admissions	The median (midpoint) of SAT score (two-score, Critical Reading + Math) for all first-time first-year undergraduate degree-seeking students who submitted SAT scores. Included information for ALL enrolled, degree-seeking, first-time, first-year students who submitted test scores. Partial test scores (e.g., mathematics scores but not critical reading for a category of students) or combined other standardized test results (such as TOEFL) are excluded. ACT scores are not converted to SAT scores.
2.1	2017 Actual = Fall '16 Frequency of Collection: Yearly	Average HS GPA	Admissions	Average High School GPA of first-time first-year students who submitted a GPA. This GPA is the unweighted academic GPA and excludes non-academic classes.

Data Definitions and Control Procedures – St. Mary's College of Maryland (R14) Updated August 2017				
Objective	Timeframe	Indicator/Measure	Source	Operational Definition
2.1	2017 Actual = Fall '16 Frequency of Collection: Yearly	Percent of full-time entering first year class who are minorities	Admissions	Percentage of first-time, full-time degree-seeking students who were minorities (Hispanic, non-Hispanic with at least one race that was not white) and who were enrolled at the college as of the census (official reporting) date. Non-resident aliens and unknown-race students are excluded from the numerator and denominator.
2.1	2017 Actual = Fall '16 Frequency of Collection: Yearly	Percent of entering first year class who originate from outside of MD	Admissions	Percentage of first-time, full-time degree-seeking students who are from out of state. International/nonresident alien students are excluded from the numerator and denominator.
2.1	2017 Actual = Fall '16 Frequency of Collection: yearly	Percent of entering first year class who come from 1st generation households	Admissions	Percentage of first-time, full-time degree-seeking students who were first generation college students. First generation students are defined as neither parent completing a degree higher than an associate's degree. Students are not considered first generation if at least one parent completed a baccalaureate or higher degree. Students where the parents' educational levels are unknown are excluded from the numerator and denominator.
2.1	2017 Actual = Fall '16 Frequency of Collection: Yearly	Percent of entering first year class receiving Pell Grants disbursed	Office of Financial Aid	Percentage of first-time, full-time degree-seeking students who had a Pell Grant disbursed during their first semester at SMCM.
2.2	2017 Actual = Fall '13 cohort graduating by Summer '17 Frequency of Collection: Yearly	Four-year graduation rate for all students	Registrar	Percentage of first-time, full-time degree-seeking students who graduated from SMCM within four years after matriculation.
2.2	2017 Actual = Fall '13 cohort graduating by Summer '17 Frequency of Collection: Yearly	Four-year graduation rate for all minorities	Registrar	Percentage of first-time, full-time degree-seeking students who were minorities (Hispanic, non-Hispanic with at least one race that was not white), and who graduated from SMCM within four years after matriculation. Non-resident aliens and unknown-race students are excluded from the numerator and denominator.

Objective	Timeframe	Indicator/Measure	Source	Operational Definition
	Data Definitions and Control Procedures – St. Mary's College of Maryland (R14) **Updated August 2017**			
2.2	2017 Actual = Fall '13 cohort graduating by Summer '17

Frequency of Collection: Yearly | (a) Four-year graduation rate for African-American students

(b) Four-year graduation rate for Hispanic students | Registrar | Percentage of first-time, full-time degree-seeking students who were (a) non-Hispanic and identified as African American or (b) Hispanic, and who graduated from SMCM within four years after matriculation. Non-resident aliens are excluded from the numerator and denominator. For (a), students who identified as African American plus another race are not included. For (b), students who identified as Hispanic plus another race are included as Hispanic. |
| 2.2 | 2016Actual = Fall '13 cohort graduating by Summer '17

Frequency of Collection: Yearly | Four-year graduation rate for all 1st generation students | Registrar | Percentage of first-time, full-time degree-seeking students who were first generation college students, and who graduated from SMCM within four years after matriculation. First generation students are defined as neither parent completing a degree higher than an associate's degree. Students are not considered first generation if at least one parent completed a baccalaureate or higher degree. Students where the parent's educational level is unknown are excluded from the numerator and denominator. |
| 2.2 | 2017 Actual = Fall '13 cohort graduating by Summer '17

Frequency of Collection: Yearly | Four-year graduation rate for students with a Pell Grant disbursed during their first semester | Registrar | Percentage of first-time, full-time degree-seeking students who had a Pell Grant disbursed to them during their first semester at the college, and who graduated from SMCM within four years after matriculation. |
| 2.2 | 2017 Actual = Fall '11 cohort graduating by Summer '17

Frequency of Collection: Yearly | Six-year graduation rate for all students | Registrar | Percentage of first-time, full-time degree-seeking students who graduated from SMCM within six years after matriculation. |
| 2.2 | 2017 Actual = Fall '11 cohort graduating by Summer '17

Frequency of Collection: Yearly | Six-year graduation rate for all minorities | Registrar | Percentage of first-time, full-time degree-seeking students who were minorities (Hispanic, non-Hispanic with at least one race that was not white), and who graduated from SMCM within six years after matriculation. Non-resident aliens and unknown-race students are excluded from the numerator and denominator. |

	Data Definitions and Control Procedures – St. Mary's College of Maryland (R14) Updated August 2017			
Objective	Timeframe	Indicator/Measure	Source	Operational Definition
2.2	2017 Actual = Fall '11 cohort graduating by Summer '17 Frequency of Collection: Yearly	(a) Six-year graduation rate for African-American students (b) Six-year graduation rate for Hispanic students	Registrar	Percentage of first-time, full-time degree-seeking students who were (a) non-Hispanic and identified as African American or (b) Hispanic, and who graduated from SMCM within six years after matriculation. Non-resident aliens are excluded from the numerator and denominator. For (a), students who identified as African American plus another race are not included. For (b), students who identified as Hispanic plus another race are included as Hispanic.
2.2	2017 Actual = Fall '11 cohort graduating by Summer '17 Frequency of Collection: Yearly	Six-year graduation rate for all 1st generation students	Registrar	Percentage of first-time, full-time degree-seeking students who were first generation college students, and who graduated from SMCM within six years after matriculation. First generation students are defined as neither parent completing a degree higher than an associate's degree. Students are not considered first generation if at least one parent completed a baccalaureate degree or higher degree. Students where the parents' educational levels are unknown are excluded from the numerator and denominator.
2.2	2017 Actual = Fall '11 cohort graduating by Summer '17 Frequency of Collection: Yearly	Six-year graduation rate for students with a Pell Grant disbursed during their first semester	Registrar	Percentage of first-time, full-time degree-seeking students who had a Pell Grant disbursed to them during their first semester at the college, and who graduated from SMCM within six years after matriculation.
2.3	2017 Actual = Fall '15 cohort re-enrolled in Fall '16 Frequency of Collection: Yearly	Second-year retention rate	Registrar	Percentage of first-time, full-time, degree-seeking first-year students who re-enrolled at SMCM one year after matriculation, as of the fall census date.
2.4	2017 Actual = Fall '16 Frequency of Collection: Yearly	Percent minority of all full-time tenured or tenure-track faculty	Human Resources	The percentage of minority individuals out of all full-time tenured or tenure-track faculty (staff whose primary responsibility is instruction). This includes tenured/tenure-track faculty on sabbatical (or paid leave). 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.

		Data Definitions and Control Procedures – St. Mary's College of Maryland (R14) Updated August 2017		
Objective	**Timeframe**	**Indicator/Measure**	**Source**	**Operational Definition**
2.4	2017 Actual = Fall '16 Frequency of Collection: Yearly	Percent women of all full-time tenured or tenure-track faculty	Human Resources	The percentage of women out of all full-time tenured or tenure-track faculty (staff whose primary responsibility is instruction). This includes tenured/tenure-track faculty on sabbatical (or paid leave).
2.4	2017 Actual = Fall '16 Frequency of Collection: Yearly	Percent minority of all full-time (non-faculty) staff	Human Resources	The percentage of minority individuals out of all full-time staff (staff whose primary responsibility is not instruction). Minority is defined as selecting either Hispanic, or non-Hispanic with at least one race that was not white. Individuals who have self-reported that they are unknown or a non-resident alien (foreign) have been excluded from the numerator and denominator.
2.4	2017 Actual = Fall '16 Frequency of Collection: Yearly	Percent women of all full-time (non-faculty) staff	Human Resources	The percentage of women out of all full-time staff (staff whose primary responsibility is not instruction).
2.5	2017 Actual = Fall '16 Frequency of Collection: Yearly	Percentage of entering fall class who are transfer students	Admissions	Percentage of degree-seeking students matriculating in the specified semester who are transfer students, i.e., have previously been enrolled as a degree-seeking student at another institution.
2.6	2017 Actual = Fall '14 transfer student cohort graduating by Summer '17 Frequency of Collection: Yearly	Three-year graduation rate for transfer students	Registrar	Percentage of transfer students (previously enrolled as degree-seeking at another institution) who graduated from SMCM within three years after matriculation at SMCM.
2.6	2017 Actual = Fall '13 transfer student cohort graduating by Summer '17 Frequency of Collection: Yearly	Four-year graduation rate for all transfer students	Registrar	Percentage of transfer students (previously enrolled as degree-seeking at another institution) who graduated from SMCM within four years after matriculation at SMCM.

Objective	Timeframe	Indicator/Measure	Source	Operational Definition
	Data Definitions and Control Procedures – St. Mary's College of Maryland (R14) **Updated August 2017**			
3.1	2017 Actual = 2016-17 academic year Frequency of Collection: Yearly	Percent of first-time student need met by awarding need-based aid	Office of Financial Aid	On average, the percentage of need that was met of first-time full-time degree seeking undergraduate students who were awarded any need-based aid. Exclude any aid that was awarded in excess of need as well as any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans, and private alternative loans)
3.2	2017 Actual = Fall '15 cohort re-enrolled in Fall '16 Frequency of Collection: Yearly	First-to-second year retention rate for students receiving need-based aid in the first semester	Registrar	Percentage of first-time, full-time, degree-seeking first-year students who received need-based aid (Pell Grant and/or subsidized Stafford Loan) during their first semester at the college, and who re-enrolled at SMCM one year after matriculation, as of the fall census date.
3.2	2017 Actual = Fall '13 cohort graduating by Summer '17 Frequency of Collection: Yearly	Four-year graduation rate for students receiving need-based aid in the first semester	Registrar	Percentage of first-time, full-time degree-seeking students who received need-based aid (Pell Grant and/or subsidized Stafford Loan) during their first semester at the college, and who graduated from SMCM within four years after matriculation.
3.2	2017 Actual = Fall '11 cohort graduating by Summer '17 Frequency of Collection: Yearly	Six-year graduation rate for students receiving need-based aid in the first semester	Registrar	Percentage of first-time, full-time degree-seeking students who received need-based aid (Pell Grant and/or subsidized Stafford Loan) during their first semester at the college, and who graduated from SMCM within six years after matriculation.
4.1	2017 Actual = Spring 2017 anticipated graduating seniors Frequency of Collection: Yearly	Percent of graduating seniors who report having done community service or volunteer work while at SMCM	Institutional Research	Percent of survey respondents answering "Yes" to the question: "While at SMCM, did you participate in volunteer or community service work?" Those that left the question blank were excluded from the numerator and denominator.
4.2	2017 Actual = Spring 2017 anticipated graduating seniors Frequency of Collection: Yearly	Percent of graduating seniors who fulfilled a paid or unpaid internship	Institutional Research	Percent of survey respondents answering "Yes" to the question: "While at SMCM, did you participate in an internship?" Those that left the question blank were excluded from the numerator and denominator. Note: This does not have to be a credit bearing internship.

	Data Definitions and Control Procedures – St. Mary's College of Maryland (R14) Updated August 2017			
Objective	**Timeframe**	**Indicator/Measure**	**Source**	**Operational Definition**
4.3	2017 Survey Actual = Summer 2017 5-year-out Alumni Survey of the undergraduate class of 2012 Frequency of Collection: Yearly	Employment rate of five-year-out alumni	Institutional Research	2013, 2016 and 2017 data: Percentage of survey respondents who are employed full-or part-time (excludes "not seeking" or those who left the question blank). 2014 and 2015 data: Numbers of respondents not seeking employment were not available. Employment was assumed based on a positive answer to the "job category" question. Based on previous years' data, 50% of those who did not answer the job category question were assumed to be not seeking employment and were therefore excluded from the denominator.
4.4	2017 Survey Actual = Summer 2017 5-year-out Alumni Survey of the undergraduate class of 2012 Frequency of Collection: Yearly	Percent of alumni pursuing or obtained an advanced degree five years after graduating	Institutional Research	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.

Data Integrity: The accuracy and reliability of the data is ensured using a two-step verification process. Data is maintained by the office that is responsible for entering the data (identified as "Source" above, i.e., admissions, financial aid, registrar, etc.) and is vetted at the time of reporting by the Institutional Research (IR) office. Inconsistencies or potential errors identified by the IR office are sent to the responsible office for verification and clean-up as necessary. Duplication of information is prevented by limiting write/edit permissions of institutional data to the responsible office.

Reporting: The performance measures reported in the MFR will be reported yearly. The information reported in the MFR will be made available via institutional reports, annual reports submitted to governing agencies, and an online data repository maintained by the office of Institutional Research. Distribution of this information will be determined by an individual's relationship with the institution. Internal constituents will have access to the information via institutional reports and dashboards, and online. People external to the institution will have access to the information via the online repository of information. The reporting of institutional performance measures achieves three distinct things: (1) it provides a resource for the institution in its strategic planning and resource allocation efforts, (2) it serves as means for public performance accountability, and (3) it ensures institutional transparency by providing comprehensive benchmarks and narratives related to performance for the institution and the public.

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St. Mary's College of Maryland

MISSION

St. Mary's College of Maryland is Maryland's honors college, a selective, public liberal arts college—a vibrant community of scholars and learners. We foster a rigorous and innovative curriculum; experiential learning; scholarship and creativity; close mentoring relationships; and a community dedicated to honesty, civility, and integrity. We are committed to diversity, access, and affordability. Our students, faculty and staff serve local, national, and global communities and cultivate and promote social responsibility.

VISION

St. Mary's College of Maryland will increasingly serve as the liberal arts college of choice for intellectually ambitious students, faculty, and staff from diverse backgrounds, attracted by a rigorous, innovative, and distinctive curriculum that integrates theory and practice; a talented, professionally engaged, and student-centered faculty and staff; and a strong infrastructure. Students will be part of a collaborative learning community that embraces intellectual curiosity and innovation, the power of diversity, and the College's unique environment. Our graduates will thrive as responsible and thoughtful global citizens and leaders.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

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

Obj. 1.1 At least 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.

Obj. 1.2 Maintain a full-time faculty of which 98 percent have terminal degrees. Maintain the proportion of undergraduate credit hours taught by full-time faculty at 88 percent annually.

Obj. 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.

Performance Measures	2013 Act.	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Est.	2019 Est.
Percent of the graduating class successfully completing a one-on-one learning experience	73%	79%	74%	77%	75%	77%	80%
Percent of all full-time faculty who have terminal degrees	97%	100%	100%	97%	98%	98%	98%
Percent of undergraduate credit hours taught by full-time faculty	87%	87%	88%	89%	91%	90%	90%
Undergraduate student to faculty ratio (IPEDS calculation)	10:1	10:1	10:1	10:1	10:1	10:1	10:1

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.**

Obj. 2.1 Recruit a qualified and diverse entering class with the following attributes: Median verbal and math combined SAT score of at least 1150, 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 10 percent, students from first generation households enrollment of at least 20 percent, and Pell Grants disbursed during their first semester student enrollment of at least 20 percent.

Obj. 2.2 Achieve and maintain 4-year graduation rates for all students (70 percent), all minorities (59 percent), African-American students (51 percent), Hispanic students (70 percent), all first generation students (65 percent), and all students with a Pell Grant disbursed during their first semester (58 percent). Maintain 6-year graduation rates for all students (80 percent), all minorities (74 percent), African-American students (71 percent), Hispanic students (80 percent), all first generation students (78 percent) and all Pell Grants disbursed during their first semester (68 percent).

Performance Measures	2013 Act.	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Est.	2019 Est.
Median (verbal and mathematics combined) SAT scores of first year entering class	1,210	1,190	1,165	1,150	1,130	1,130	1,130
Average high school GPA	3.34	N/A	3.39	3.36	3.34	3.43	3.4
Percent of entering first year class who are minorities	17%	27%	33%	28%	31%	26%	31%
Percent of entering first year class who originate from outside of Maryland	15%	10%	6%	7%	7%	9%	11%
Percent of entering first year class from first generation	15%	19%	19%	19%	18%	24%	20%
Percent of entering first year class receiving Pell Grants disbursed	12%	23%	18%	21%	19%	20%	20%
Four-year graduation rate for all students	67%	65%	70%	72%	68%	68%	69%
Four-year graduation rate for all minorities	59%	57%	55%	63%	52%	64%	61%
Four-year graduation rate for African-American students	53%	41%	48%	48%	49%	46%	69%
Four-year graduation rate for Hispanic students	55%	68%	75%	67%	52%	76%	45%
Four-year graduation rate for all first generation students	63%	58%	68%	79%	60%	62%	63%
Four-year graduation rate for students with a Pell Grant disbursed during their first semester	41%	56%	66%	76%	57%	59%	66%
Six-year graduation rate for all students	79%	81%	79%	73%	78%	80%	75%
Six-year graduation rate for all minorities	70%	80%	85%	68%	67%	72%	65%
Six-year graduation rate for African-American students	74%	74%	87%	56%	55%	59%	69%
Six-year graduation rate for Hispanic students	65%	79%	86%	82%	81%	76%	61%
Six-year graduation rate for all first generation students	73%	84%	77%	69%	74%	85%	71%
Six-year graduation rate for students with a Pell Grant disbursed during their first semester	64%	78%	65%	69%	68%	86%	70%

St. Mary's College of Maryland

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

Obj. 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 (20 percent and 28 percent), and women (50 percent and 50 percent).

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

Obj. 2.6 Achieve and maintain degree completion rates for transfer students at 60 percent for three-year graduation rates, and at 70 percent for four-year graduation rates.

First to second-year retention rate	87%	90%	86%	86%	87%	88%	88%
Percent minority of all full-time tenured or tenure-track faculty	14%	17%	17%	18%	16%	18%	18%
Percent women of all full-time tenured or tenure-track faculty	47%	49%	47%	47%	46%	51%	51%
Percent minority of all full-time (non-faculty) staff	25%	24%	23%	24%	24%	25%	26%
Percent women of all full-time (non-faculty) staff	56%	56%	57%	54%	55%	55%	55%
Percentage of entering fall class who are transfer students	16%	20%	21%	22%	25%	20%	20%
3-year graduation rate for all transfer students	61%	60%	61%	53%	63%	65%	71%
4-year graduation rate for all transfer students	71%	73%	67%	74%	62%	73%	76%

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

Obj. 3.1 72 percent of entering first-year student need is met by awarding any need-based aid.

Obj. 3.2 Support persistence to graduation of students receiving need-based aid at entry. Achieve and maintain first-to-second year retention rates at 90 percent, four-year graduation rates at 70 percent, and six-year graduation rates at 80 percent for students receiving need-based aid in the first semester.

Performance Measures	2013 Act.	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Est.	2019 Est.
Average percent of first-time full-time degree-seeking student need met by awarding need-based aid	70%	75%	71%	72%	72%	72%	72%
First-to-second year retention rate for students receiving need-based aid in the first semester	86%	91%	86%	86%	84%	82%	82%
Four-year graduation rate for students receiving need-based aid in the first semester	63%	64%	71%	75%	66%	65%	63%
Six-year graduation rate for students receiving need-based aid in the first semester	71%	84%	76%	72%	75%	82%	78%

St. Mary's College of Maryland

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

Obj. 4.1 65 percent of graduating seniors will have performed community service while at SMCM.

Obj. 4.2 45 percent of graduating seniors will have participated in a paid or unpaid internship.

Obj. 4.3 The rate of employment among five-year out alumni will be 95 percent.

Obj. 4.4 At least 50 percent of the five-year-out alumni of SMCM will pursue an advanced degree.

Performance Measures	2013 Act.	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Est.	2019 Est.
Percent of graduating seniors who will have performed community service while at SMCM	75%	62%	62%	70%	79%	75%	75%
Percent of graduating seniors who fulfilled a paid or unpaid internship	50%	47%	40%	43%	45%	47%	50%
[1] Employment rate of five-year-out alumni	95%	92%	91%	98%	97%	95%	95%
Percent of alumni pursuing or obtained an advanced degree five years after graduation	54%	44%	48%	63%	60%	60%	60%

NOTES

[1] Due to issues encountered with the Alumni survey administration, numbers for 2014 and 2015 include extrapolated data based on previous years' reports.