

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. FY19 Highlights

Significant changes and events occurring at St. Mary's College of Maryland (SMCM) during FY19 included the following.

- A new comprehensive brand for SMCM – The National Public Honors College – was developed, market-tested, and launched internally. Preparations were made for an FY20 external launch to coincide with recruitment of the incoming class of Fall 2020.
- SMCM completed the third and final planned year of implementation of the 2016-19 strategic plan, *A Time for Rebirth*.
- Two new minors were implemented in FY19: Business Management and Astrophysics. The Business minor is especially popular; 41 students are declared for Fall 2019, making it the second most popular minor out of 35 programs. A new major in Women, Gender, and Sexuality Studies was approved by MHEC and is awaiting implementation.
- Dr. Tayo Clyburn began his tenure as the inaugural Vice President for Inclusive Diversity and Equity. While SMCM established a Chief Diversity Officer position in 2016, this position is now elevated to the Vice President level.
- The Core Curriculum (general education program) underwent a major redesign, adding integrated course themes and professional development coursework for all students. The new LEAD curriculum (Learning through Experiential and Applied Discovery) was approved by the faculty and by the Board of Trustees, and is being piloted in FY20.
- A new Center for Inclusive Teaching and Learning (CITL) was established and will provide diverse professional development opportunities for faculty and staff.
- Construction on the Jamie L. Roberts Stadium, a new state-of-the-art athletics complex, was completed and the grand opening will take place in September 2019.
- SMCM was once again named to several national college ranking lists, including: Top Public Liberal Arts Colleges (U.S. News & World Report 2019), Colleges of Distinction (2018-19), Best 384 Colleges (Princeton Review 2019), Top 50 Green Colleges (Princeton Review 2019), Best Colleges and Universities in Maryland (College Consensus 2018), America's Top Colleges (Forbes 2018), Best Colleges for Your Money (Money Magazine 2018-19), Lowest Student Loan Debt (LendEDU.com 2018), Top 30 National Liberal Arts Colleges (Washington Monthly 2018), Hidden Gem Colleges (CollegeRaptor.com 2019), Best Value Colleges (Kiplinger's 2019), and Fiske Guide to Colleges (2019).

B. Analysis of Goals and Objectives

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

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, including research or independent study with faculty; a credit-based internship; or private musical instruction. Relatedly, for the second year in a row, we expect to meet the Strategic Plan target of 100% of graduates completing at least two high-impact practices (research with faculty, first-year seminars, capstone experiences, international experiences, internships, etc.)

Objectives 1.2 and 1.3: SMCM is committed to offering a rigorous curriculum taught by qualified faculty. For four of the past five years, SMCM has met or exceeded the targeted percent of full-time faculty who have terminal degrees (1.2), and full-time faculty teach the great majority of undergraduate credit hours as indicated by meeting or exceeding the target (1.3) for the past four years. Finally, the undergraduate student-faculty ratio has remained at 10:1 for the past five years, well below (better than) the target of 12:1. 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 Morgan State and UM Eastern Shore at 13:1, and the average being 15:1. The SMCM student-faculty ratio (along with New College of Florida) is also the lowest among COPLAC institutions, which average 15:1; and is on par with Maryland private, peer institutions, and aspirant institutions, which range from 7:1 to 16:1 (with an average of 10:1) 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.

Objective 2.1: In FY19, SMCM was able to recruit a first-year class that exceeded the target for the percentage of minority students for the sixth year in a row, and exceeded the target for first generation college students for the second year in a row. The percentage of first-year students receiving Pell grants was notably lower than past years, due to a shifting income demographic among the Fall 2018 entering class, but is expected to rebound to target levels over the next two years. High school academic performance of the entering class remains strong; the average GPA of incoming students was at its highest value in four years, and is projected to remain steady for the FY20 entering class. After several years of declining SAT scores among incoming SMCM students, the FY19 median score increased from the previous year (note that only the 2018 and 2019 scores are directly comparable because of changes to the SAT). Finally, SMCM continues to face challenges in recruiting and enrolling students from outside of Maryland.

Peer Benchmarks: While the metric for SAT scores uses the median SAT score, the

available benchmark data uses the mean (average). Based on these data, the average SAT score of SMCM entering students (1178) continues to exceed that of most other Maryland four-year institutions (FY19 average = 1099), and our students rank well against high school seniors both in Maryland (FY19 average = 1080) and nationwide (FY19 average = 1067). Other Maryland public institutions vary in their ability to attract out of state students; percentages for the Fall 2018 entering class ranged from 6% to 30%, with an average of 17%, exclusive of the online institution UMUC. (*Source: MHEC 2019 Data Book*)

Objective 2.2:

Four-Year Graduation Rates. Four-year graduation rates for FY19 (Fall 2015 cohort graduating by Spring/Summer 2019) increased for African American students (51%) and Pell recipients (60%), and remained steady for first generation students (60%). Overall four-year graduation rates (64%) were also fairly steady from FY18 (63%), but at a level that is lower than most previous years. The four-year graduation rate for African American students (51%) was at its highest since FY13, meeting the target for this student population, but still well below that of the overall student body. Despite this increase, four-year rates among all minorities decreased (52%), primarily driven by a substantial decrease among Hispanic students (53%). Based upon current projections, overall four-year rates are predicted to remain low, and while several metrics are projected to meet targets in FY20, additional decreases are projected for FY21 in the absence of additional intervention.

We continue to analyze the relationship between students' progress toward degree completion and several important early milestones, including enrolling in a college mathematics course in the first year, attempting at least 16 credits per semester in the first year (1/8 of the 128 needed to graduate), and earning at least 32 total credits in the first year. These milestones are historically correlated with higher retention and graduation rates, particularly among students from underrepresented groups. Notably, students in this year's reported Fall 2015 cohort, which showed a lower four-year graduation rate (64%) than in previous years, were substantially less likely to attempt 16 credits per semester and to earn 32 total credits, compared to previous cohorts. This was especially true for minority students and Hispanic students, two populations which showed large declines from previous years.

In 2018-19, faculty advisors and academic support staff were informed of these relationships and encouraged to communicate the importance of these milestones to their first-year student advisees. At the beginning of each semester, additional messages were sent to advisors of students who were registered for fewer than 16 credits. Initial data suggests that these efforts may have had some impact, as the percentage of Fall 2018 first-year students taking fewer than 16 credits in their first semester dropped to 9%, down from an average of 15% over the past four years (Fall 2014 through 2017 cohorts). Even more striking improvements in achieving this milestone were observed among African American, Hispanic, first generation, and Pell recipient students. The percentage taking fewer than 16 credits in the second semester also improved but only slightly, decreasing from a four-year average of 15.5% to 14% for the Fall 2018 cohort. In 2019-20, we will continue to communicate frequently with both advisors and first-year students about the importance of registering for (and completing) a full load of 16 credits per semester whenever possible.

The second year of lower-than-usual graduation rates, and the similarly low estimates for the next two years, makes it clear that we must improve our understanding of the student experiences that lead to the decision to depart SMCM, particularly among students from underrepresented groups. We have begun to analyze data from exit interviews with students taking leaves of absence and withdrawing from SMCM, and will use this information to identify how and where we can better support our students. We are also investigating the status of currently enrolled students from the Fall 2016, 2017, and 2018 cohorts to identify potential intervention strategies to provide support for timely degree completion. For example, nearly 20% of first-year students in the Fall 2018 cohort are between 1 and 16 credits (a full semester) behind the pace of 16 credits per semester toward four-year graduation. We can continue communicating with these students about the importance of completing 16 credits per semester, and assist them in exploring options for completing additional credits such as online coursework, summer coursework, and strategic overloading during the regular academic year. Finally, about 15% of departed first-year students over the past three cohorts have transferred out to two-year institutions, according to the National Student Clearinghouse. We are considering how best to reach out to these students regarding the possibility of reverse transfer, encouraging them to return and complete their baccalaureate degree at SMCM. The development of targeted, program-specific articulation agreements with many Maryland community colleges (discussed below in Objective 2.6) is expected to facilitate such reverse transfer efforts.

Peer Benchmarks: Based on the most recent comparison data available (FY15), as shown in the table below, SMCM’s overall four-year graduation rate (70% for the 2011 cohort) exceeded those of other institutions belonging to the Council of Public Liberal Arts Colleges (COPLAC) and other Maryland public four-year institutions, as well as Maryland private institutions and SMCM’s peer institutions, many of which are private. The average four-year graduation rate at aspirant institutions (all private) represents a benchmark well above our target. As shown below, four-year graduation rates for African American students, Hispanic students, and all minority students combined were all well above the corresponding rates at other COPLAC, Maryland public, or Maryland private institutions. Compared to peer institutions, four-year rates for Hispanic students were higher at SMCM, while four-year rates for all minority student and for African American students lagged behind. Four-year graduation rates for Pell recipients are not available. *(Source: IPEDS Data Center)*

Four-Year Graduation Rates, FY15 (Fall 2011 cohort)					
Institution(s)	N	Overall	Minority	Afr-Amer	Hispanic
SMCM	1	70%	55%	48%	75%
COPLAC	27	37%	29%	24%	27%
MD Public	11	27%	23%	22%	23%
MD Private	9	58%	48%	43%	53%
Peer	12	66%	61%	59%	61%
Aspirant	6	87%	85%	85%	84%

These comparisons with peers and aspirants, which are our primary programmatic and curricular competitors, underscore the need for SMCM to direct additional attention and

resources toward underrepresented students. (Source: IPEDS Data Center)

Six-Year Graduation Rates. The preliminary estimate for the FY19 overall six-year graduation rate (Fall 2013 cohort graduating by Summer 2019) is 77%, which while not meeting the target, continues a three-year recovery from a brief dip in FY16. Similar to this year’s increase in the four-year graduation rate for African American students, the six-year graduation rate for this group (69%) was substantially increased from previous years and only two percentage points below the target. However, six-year rates for all other groups decreased from FY18, and only the rate for Pell recipients (69%) met the target. Also similar to four-year graduation rates discussed above, additional decreases in six-year graduation rates are projected over the next two years.

Peer Benchmarks: The most recent comparison data available (FY17), shown below, reveal that SMCM’s overall six-year graduation rate in that year (78%, for the 2011 cohort) exceeded that of other COPLAC institutions, other Maryland public four-year institutions, Maryland private institutions, and peer institutions. The average reported six-year graduation rate at private aspirant institutions was 91% in FY17. SMCM’s six-year rates for all minority students and for African American students exceeded those at other COPLAC, Maryland public, and Maryland private institutions, but were behind those of peer and aspirant peer institutions. Notably, the six-year graduation rate for Hispanic students at SMCM was well above that from all other groups except aspirant institutions. Finally, SMCM’s six-year graduation rate for Pell recipients in FY17 was well above that of other COPLAC institutions, Maryland public institutions, and Maryland private institutions, and was close to the average rate at peer institutions. (Source: IPEDS Data Center)

Six-Year Graduation Rates, FY17 (Fall 2011 cohort)							
Institution(s)	N	Overall	Minority	Afr-Amer	Hispanic	Pell	Need Aid
SMCM	1	78%	67%	55%	81%	68%	75%
COPLAC	27	53%	46%	42%	45%	48%	50%
MD Public	11	47%	46%	45%	41%	44%	45%
MD Private	9	64%	55%	52%	60%	60%	63%
Peer	12	75%	71%	69%	74%	72%	73%
Aspirant	6	91%	90%	90%	91%	90%	90%

Objective 2.3: The second year retention rate in FY19, for the Fall 2017 cohort returning in Fall 2018, was unusually low at 82%. Several risk factors were overrepresented among the non-retained students, including minority race, first generation status, and Pell recipients. In addition, students from these groups were more likely to attend community colleges than White, non-first-generation, and non-Pell students, respectively. Preliminary data suggests that the retention rate is likely to rebound, as indicated by the estimated 2020 rate of 85% (Fall 2018 cohort students returning for Fall 2019).

Peer Benchmarks: Based on the most recent data available (FY17), SMCM’s first-to-

second year retention rate (87%) was well above those of other public liberal arts colleges (COPLAC schools, average = 74%) and Maryland public four-year institutions (average = 74%), and also exceeded that of Maryland private institutions (average = 81%) and peer institutions (average = 84%), many of which are private. Retention rates at private aspirant institutions averaged 95% in FY17, 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. Gender equity was once again achieved for both faculty and staff in FY19, and the diversity target for full-time staff (percent minority) was met in FY19 for the first time in nine years. The target for faculty diversity was not quite met, but continues to stay higher than when the metric was first implemented in FY11. Continuing recently implemented strategies aimed at increasing faculty and staff diversity will be a major focus of the upcoming fiscal year, especially with the recent hire of the inaugural Vice President for Inclusive Diversity and Equity in July 2019. For example, SMCM expanded its external recruitment venues to attract more applications from women and underrepresented professionals; faculty search committees were provided with a variety of materials and strategies regarding recruiting a diverse pool; and the Office of Human Resources streamlined and updated hiring processes and the Affirmative Action Plan.

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

Objective 2.6: Among transfer students, both the three-year graduation rate (62%, Fall 2016 entering students graduating by Summer 2019) and the four-year rate (74%, Fall 2015 entering students graduating by Summer 2019) increased to meet the targets this year. Moreover, analysis of students' degree progress for the Fall 2017 and Fall 2018 transfer cohorts suggests that these graduation rates will continue to increase over the next two years. As transfer students continue to comprise a substantial proportion of SMCM's incoming students, the College will continue to explore strategies to support them and ensure their timely graduation. For example, in Spring 2019, all departments engaged in the preparation of detailed, major-specific articulation agreements with Maryland two-year institutions, which will facilitate transfer students' timely progress toward the baccalaureate degree. To date, faculty in 25 out of 26 academic programs have prepared a total of 114 targeted articulation agreements. Most of these agreements are under review by the partner community college, and are anticipated to become active during the 2019-20 academic year.

Peer Benchmarks: Benchmark information for four-year rates is only available from those schools which voluntarily provide data to the Student Achievement Measure (SAM) initiative. Based on the most recent data available from SAM (2012 cohort graduating by Summer 2016), SMCM's four-year graduation rate for transfer cohorts (76%) is tied with UM College Park for the highest rate among Maryland public four-year institutions, and was well above the average of 59%. SMCM also compares favorably to COPLAC institutions that participate in SAM (16 of 24) which report an average four-year transfer graduation rate of 56%. No aspirant institutions and only 2 of 12 peer institutions (both also COPLAC institutions) participate in SAM. (*Source: studentachievementmeasure.org*)

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

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

Objective 3.2: The six-year graduation rate among students receiving need-based aid (Pell grant or Stafford loan) was strong (78%); while not meeting the target of 80%, it was above the overall student population six-year rate of 77% for FY19. However, the four-year graduation rate (59%) was low for the second year in a row, similar to four-year rates among most other Fall 2015 cohort groups as discussed above for Objective 2.2, and are similarly projected to remain low. Given the particularly sensitive financial situation of students receiving need-based aid, this gap warrants increased attention. Similarly, retention to the second year (80%) was again below the target and lower than the rate for the overall population.

Peer Benchmarks: Similar to findings for graduation rates among Pell recipients, SMCM's six-year graduation rate for students receiving need-based aid in FY17 (75%, most recent comparison data available) was well above that of other COPLAC institutions (50%), Maryland public institutions (45%), and Maryland private institutions (63%). Notably, this rate also exceeded the FY17 rate at peer institutions (73%). The six-year graduation rate for recipients of need-based aid at aspirant institutions was 90%, nearly equal to their overall six-year graduation rate. (Source: IPEDS Data Center)

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

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 exceeded the target for the past four years. While the percentage of students reporting internships was low again this year, it remains strong and recent expansion of Career Development Center staff and programming are expected to support future 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 four years.

Peer Benchmarks: Similar, but not identical, benchmarks are available for community service and internships. The Corporation for National and Community Service, a federal agency that supports and tracks volunteering efforts at national and state levels, reported that the national volunteer rate for college-age adults in 2018 was 26%, and the rate for Maryland residents (of all ages; demographic breakdowns not available) was 36%. The rate for SMCM seniors in 2018 was 71%. Although the methodologies underlying the calculation of volunteer rates certainly differ in multiple ways (e.g., college-age adults versus graduating seniors versus all adults), this benchmark suggests that SMCM students' volunteer rates are likely to be comparable to peers both nationally and in Maryland. With regard to internships, the National Association of Colleges and

Employers (NACE) reported that among over 7,800 sampled senior college students from 504 campuses in Spring 2018, 53% had participated in an internship. Although this figure is a fair amount higher than the reported percentage of 41% among SMCM graduating seniors in 2018, it is important to note that NACE also reported that the top majors of students most likely to have completed an internship were agriculture, communications, finance, marketing, parks and recreation, political science, and public administration. SMCM offers only one of those top seven majors. (Sources: Corporation for National and Community Service, www.nationalservice.gov/vcla; NACE Class of 2018 Student Survey Report)

C. Response to Commission Assessment

The Commission continues to focus its attention on equity gaps in college outcomes among minority college students and their white peers. A central topic of the 2019 Completion Summit MHEC held in April was on college completion and equity. One of the speakers, Dr. Nikki Edgcombe of the Community College Research Center (CCRC), discussed ways institutions can create more equitable and inclusive pathways for students to achieve their educational goals.

The principles she posited include: 1) knowing your students, 2) understanding the obstacles to their success, 3) adopting and adapting responsive policies and practices, and 4) scaling and institutionalizing continuous improvement. In reference to this, she stated “Targeted interventions are probably one of the more powerful vehicles we have for addressing gaps in attainment. They are not always popular, but universal interventions often times may lift all boats but maintain gaps...”

For your institution, please describe: 1) one or more targeted interventions and the population(s) served, 2) the identified obstacles the students might face, 3) the metrics used to evaluate the intervention(s) and 4) the evidence used to assess and adapt the intervention(s) to ensure its intended effects.

DeSousa-Brent Scholars Program (DBSP)

The DBSP, established in 2007, is SMCM’s flagship program for underrepresented students. First-year and transfer students are invited to apply to the DBSP based on interest, high school accomplishments, and leadership potential, and are interviewed by the Program Director prior to being offered enrollment in the program. DBSP students attend a pre-matriculation summer bridge program, receive intensive advising, are enrolled in the same first year seminar as other DB Scholars (to facilitate cohort building), and carry out a campus-wide leadership project. Funding from the state has allowed for the expansion of the DBSP from its initial focus on the first year to a four-year, developmentally appropriate program designed to support students through graduation.

Populations Served: Students from groups traditionally underrepresented in higher education, including students belonging to ethnic minority groups; first generation students; students eligible to receive Pell grants; students with disabilities; or students from rural or urban communities.

Obstacles Faced: Since DBSP students are often the first in their families to attend a four-year institution, they may not possess the same knowledge of academic study skills, campus life, and general college expectations as their peers who are not first-generation. Additionally, students who have attended under-resourced high schools may struggle with the increased academic rigor of college coursework, especially at an honors college, and may need assistance with time management. Both of these issues are addressed in the DBSP via the first year seminars, which are taught in special sections limited to DBSP students, as well as through intensive advising. Finally, DBSP students may face obstacles related to their low-income status. In response, DBSP students are offered generous financial aid packages whenever possible, and receive laptop computers for their personal academic use upon entry to the program.

Metrics: Several quantitative and qualitative assessments are in place. The retention and graduation rates of each successive DBSP cohort are closely monitored. Beginning with the Fall 2015 cohort, these rates have been evaluated against aspirational targets set by the State of Maryland. The program has met each one of these success goals, including increasing first-to-second year retention from 80% to 88%; increasing first-to-third year retention from 68% to 80%; and increasing the four-year graduation rate from a low of 32% in the first year to 71% for the most recent year, effectively closing the completion equity gap between participating DBSP students and all SMC M students. In addition, DBSP students are surveyed following the summer bridge experience to assess how well prepared they feel for college, and to solicit suggestions for improvements. DBSP alumni are periodically surveyed to assess the impact of the program on their college experience and post-baccalaureate professional lives.

Evidence: On survey responses and in individual consultations and advising meetings, DBSP students expressed a number of academic concerns, including study skills, time management, understanding of transfer credits, requesting and using academic accommodations, and degree planning. In response, the DBSP partnered with several offices on campus, including the Registrar and the Office of Student Support Services, to offer workshops specifically tailored for DBSP students to address these concerns. For example, major-specific workshops focusing on multi-year degree planning are now being offered to assist students in understanding how to effectively and efficiently complete their major requirements within four years.

St. Mary's College of Maryland

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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	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Percent of the graduating class successfully completing a one-on-one learning experience	74%	77%	75%	78%	78%	78%	78%
Percent of all full-time faculty who have terminal degrees	100%	97%	98%	99%	98%	98%	98%
Percent of undergraduate credit hours taught by full-time faculty	88%	89%	91%	89%	88%	88%	88%
Undergraduate student to faculty ratio (IPEDS calculation)	10:1	10:1	10:1	10:1	10:1	10:1	10:1

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Goal 2. Recruit, support, and retain a diverse and qualified group of students, faculty and administrative staff who will contribute to and benefit from the enriched academic and cultural environment provided by St. Mary's.

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	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Median (verbal and mathematics combined) SAT scores of first year entering class	1,165	1,150	1,130	1,180	1,185	1,175	1,175
Average high school GPA	3.39	3.36	3.34	3.33	3.38	3.38	3.40
Percent of entering first year class who are minorities	33%	28%	31%	27%	25%	33%	31%
Percent of entering first year class who originate from outside of Maryland	6%	7%	7%	9%	7%	6%	7%
Percent of entering first year class from first generation households	19%	19%	18%	25%	21%	22%	22%
Percent of entering first year class receiving Pell Grants disbursed during their first semester	18%	21%	19%	20%	17%	22%	20%
Four-year graduation rate for all students	70%	72%	68%	63%	64%	65%	62%
Four-year graduation rate for all minorities	55%	63%	52%	59%	52%	55%	49%
Four-year graduation rate for African-American students	48%	48%	49%	46%	51%	59%	35%
Four-year graduation rate for Hispanic students	75%	67%	52%	68%	53%	44%	63%
Four-year graduation rate for all first generation students	68%	79%	60%	59%	60%	55%	58%
Four-year graduation rate for students with a Pell Grant disbursed during their first semester	66%	76%	57%	55%	60%	58%	49%
Six-year graduation rate for all students	79%	73%	78%	80%	77%	71%	70%
Six-year graduation rate for all minorities	85%	68%	67%	72%	67%	67%	62%
Six-year graduation rate for African-American students	87%	56%	55%	56%	69%	51%	66%
Six-year graduation rate for Hispanic students	86%	82%	81%	81%	68%	74%	55%
Six-year graduation rate for all first generation students	77%	69%	74%	85%	69%	62%	69%
Six-year graduation rate for students with a Pell Grant disbursed during their first semester	65%	69%	68%	84%	69%	62%	68%

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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	86%	86%	87%	87%	82%	85%	86%
Percent minority of all full-time tenured or tenure-track faculty	17%	18%	16%	17%	16%	17%	18%
Percent women of all full-time tenured or tenure-track faculty	47%	47%	46%	51%	51%	51%	51%
Percent minority of all full-time (non-faculty) staff	23%	24%	24%	27%	29%	28%	28%
Percent women of all full-time (non-faculty) staff	57%	54%	55%	52%	57%	55%	55%
Percentage of entering fall class who are transfer students	21%	22%	25%	20%	22%	20%	20%
3-year graduation rate for all transfer students	61%	53%	62%	56%	62%	75%	74%
4-year graduation rate for all transfer students	67%	74%	62%	71%	74%	72%	80%

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	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Average percent of first-time full-time degree-seeking student need met by awarding need-based aid	71%	72%	72%	75%	73%	73%	73%
First-to-second year retention rate for students receiving need-based aid in the first semester	86%	86%	84%	80%	80%	81%	81%
Four-year graduation rate for students receiving need-based aid in the first semester	71%	75%	66%	61%	59%	58%	56%
Six-year graduation rate for students receiving need-based aid in the first semester	76%	72%	75%	81%	78%	67%	64%

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	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Percent of graduating seniors who will have performed community service while at SMCM	62%	70%	79%	71%	69%	70%	70%
Percent of graduating seniors who fulfilled a paid or unpaid internship	40%	43%	45%	41%	40%	45%	45%
¹ Employment rate of five-year-out alumni	91%	98%	97%	98%	98%	98%	98%
Percent of alumni pursuing or obtained an advanced degree five years after graduation	48%	63%	60%	64%	67%	65%	65%

NOTES

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

MFR SUBMISSION FOR FISCAL YEAR:												
MFR Data and Supporting DBM/DLS Data												
IDENTIFIERS		Code	Performance Measure	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.	CY/FY/FFY?	Program
Goal Number	Objective Number											(ex. X00)
1	1.1	M101	Percent of the graduating class successfully completing a one-on-one learning experi	74%	77%	75%	78%	78%	78%	78%	FY	
1	1.2	M102	Percent of all full-time faculty who have terminal degrees	100%	97%	98%	99%	98%	98%	98%	FY	
1	1.2	M103	Percent of undergraduate credit hours taught by full-time faculty	88%	89%	91%	89%	88%	88%	88%	FY	
1	1.3	M104	Undergraduate student to faculty ratio (IPEDS calculation)	10:1	10:1	10:1	10:1	10:1	10:1	10:1	FY	
2	2.1	M201	Median (verbal and mathematics combined) SAT scores of first year entering class	1165	1150	1130	1180	1185	1175	1175	FY	
2	2.1	M202	Average high school GPA	3.39	3.36	3.34	3.33	3.38	3.38	3.40	FY	
2	2.1	M203	Percent of entering first year class who are minorities	33%	28%	31%	27%	25%	33%	31%	FY	
2	2.1	M204	Percent of entering first year class who originate from outside of Maryland	6%	7%	7%	9%	7%	6%	7%	FY	
2	2.1	M205	Percent of entering first year class from first generation households	19%	19%	18%	25%	21%	22%	22%	FY	
2	2.1	M206	Percent of entering first year class receiving Pell Grants disbursed during their first se	18%	21%	19%	20%	17%	22%	20%	FY	
2	2.2	M207	Four-year graduation rate for all students	70%	72%	68%	63%	64%	65%	62%	FY	
2	2.2	M208	Four-year graduation rate for all minorities	55%	63%	52%	59%	52%	55%	49%	FY	
2	2.2	M209	Four-year graduation rate for African-American students	48%	48%	49%	46%	51%	59%	35%	FY	
2	2.2	M210	Four-year graduation rate for Hispanic students	75%	67%	52%	68%	53%	44%	63%	FY	
2	2.2	M211	Four-year graduation rate for all first generation students	68%	79%	60%	59%	60%	55%	58%	FY	
2	2.2	M212	Four-year graduation rate for students with a Pell Grant disbursed during their first se	66%	76%	57%	55%	60%	58%	49%	FY	
2	2.2	M213	Six-year graduation rate for all students	79%	73%	78%	80%	77%	71%	70%	FY	
2	2.2	M214	Six-year graduation rate for all minorities	85%	68%	67%	72%	67%	67%	62%	FY	
2	2.2	M215	Six-year graduation rate for African-American students	87%	56%	55%	56%	69%	51%	66%	FY	
2	2.2	M216	Six-year graduation rate for Hispanic students	86%	82%	81%	81%	68%	74%	55%	FY	
2	2.2	M217	Six-year graduation rate for all first generation students	77%	69%	74%	85%	69%	62%	69%	FY	
2	2.2	M218	Six-year graduation rate for students with a Pell Grant disbursed during their first sem	65%	69%	68%	84%	69%	62%	68%	FY	
2	2.3	M219	First to second-year retention rate	86%	86%	87%	87%	82%	85%	86%	FY	
2	2.4	M220	Percent minority of all full-time tenured or tenure-track faculty	17%	18%	16%	17%	16%	17%	18%	FY	
2	2.4	M221	Percent women of all full-time tenured or tenure-track faculty	47%	47%	46%	51%	51%	51%	51%	FY	
2	2.4	M222	Percent minority of all full-time (non-faculty) staff	23%	24%	24%	27%	29%	28%	28%	FY	
2	2.4	M223	Percent women of all full-time (non-faculty) staff	57%	54%	55%	52%	57%	55%	55%	FY	
2	2.5	M224	Percentage of entering fall class who are transfer students	21%	22%	25%	20%	22%	20%	20%	FY	
2	2.6	M225	3-year graduation rate for all transfer students	61%	53%	62%	56%	62%	75%	74%	FY	
2	2.6	M226	4-year graduation rate for all transfer students	67%	74%	62%	71%	74%	72%	80%	FY	
3	3.1	M301	Average percent of first-time full-time degree-seeking student need met by awarding n	71%	72%	72%	75%	73%	73%	73%	FY	
3	3.2	M302	First-to-second year retention rate for students receiving need-based aid in the first se	86%	86%	84%	80%	80%	81%	81%	FY	
3	3.2	M303	Four-year graduation rate for students receiving need-based aid in the first semester	71%	75%	66%	61%	59%	58%	56%	FY	

3	3.2	M304	Six-year graduation rate for students receiving need-based aid in the first semester	76%	72%	75%	81%	78%	67%	64%	FY	
4	4.1	M401	Percent of graduating seniors who will have performed community service while at SM	62%	70%	79%	71%	69%	70%	70%	FY	
4	4.2	M402	Percent of graduating seniors who fulfilled a paid or unpaid internship	40%	43%	45%	41%	40%	45%	45%	FY	
4	4.3	M403	Employment rate of five-year-out alumni	91%	98%	97%	98%	98%	98%	98%	FY	
4	4.4	M404	Percent of alumni pursuing or obtained an advanced degree five years after graduation	48%	63%	60%	64%	67%	65%	65%	FY	

Measure Code	PERFORMANCE DISCUSSION	STRATEGIES	Output Type
Endnotes / Comments	Use this column to discuss performance on per measure basis.	Use this column to include strategies for measures reported in the State Plan.	output, outcome, quality,
	See attached PAR	N/A	Output
	See attached PAR	N/A	Input
	See attached PAR	N/A	Output
	See attached PAR	N/A	Output
The SAT changed in 2016. Scores for 2018-2019 Actual and 2020-2021 Estimated are not comparable to previous years.	See attached PAR	N/A	Input
	See attached PAR	N/A	Input
	See attached PAR	N/A	Input
	See attached PAR	N/A	Input
	See attached PAR	N/A	Input
	See attached PAR	N/A	Input
M207-219: Final data 9/27/19	See attached PAR	N/A	Output
M207-219: Final data 9/27/19	See attached PAR	N/A	Output
M207-219: Final data 9/27/19	See attached PAR	N/A	Output
M207-219: Final data 9/27/19	See attached PAR	N/A	Output
M207-219: Final data 9/27/19	See attached PAR	N/A	Output
M207-219: Final data 9/27/19	See attached PAR	N/A	Output
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M207-219: Final data 9/27/19	See attached PAR	N/A	Output
M207-219: Final data 9/27/19	See attached PAR	N/A	Output
	See attached PAR	N/A	Input
	See attached PAR	N/A	Input
	See attached PAR	N/A	Input
	See attached PAR	N/A	Input
	See attached PAR	N/A	Input
M225-226: Final data 9/27/19	See attached PAR	N/A	Output
M225-226: Final data 9/27/19	See attached PAR	N/A	Output
	See attached PAR	N/A	Output
M302-304: Final data 9/27/19	See attached PAR	N/A	Output
M302-304: Final data 9/27/19	See attached PAR	N/A	Output

M302-304: Final data 9/27/19	See attached PAR	N/A	Output
	See attached PAR	N/A	Output
	See attached PAR	N/A	Output
Due to issues encountered with the 2015 Alumni survey administration, the 2015 number was partially extrapolated based on previous years' reports.	See attached PAR	N/A	Outcome
	See attached PAR	N/A	Outcome

DATA DEFINITIONS AND CONTROL PROCEDURES						
Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe
defined as a St. Mary's Project (SMP), Directed Research, Independent Study, a credit-based internship, or private musical instruction. This will include includes faculty on sabbatical (or paid leave), but excludes their replacements.	SMCM Registrar Resources	Office of Institutional Research OIR. Located on shared network	Brady, Director Same	by OIR, saved as Excel file by OIR, saved as Excel file	Annual Annual	Academic Year State Fiscal Year
The percent of all generated undergraduate credit hours (course credits x enrollment) taught by full-time faculty, whether tenured, tenure-track, or Faculty = Full-time faculty – faculty exclusively teaching in graduate programs + 1/3 * (Part-time faculty + Administrators or other staff teaching part-time)	SMCM Registrar Institutional	OIR. Located on shared network prepared by OIR.	Same Same	by OIR, saved as Excel file IPEDS survey prepared by OIR	Annual Annual	State Fiscal Year State Fiscal Year
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 classes.	SMCM Admissions Admissions	OIR. Located on shared network drive (staff_shares\InstResearch). OIR. Located on shared network	Same Same	Database query report generated by OIR, saved as Excel file by OIR, saved as Excel file	Annual Annual	Academic Year Academic Year
were enrolled at the college as of the census (official reporting) date. Non-resident aliens and unknown-race students are excluded from the numerator numerator and denominator.	Admissions Admissions	OIR. Located on shared network OIR. Located on shared network	Same Same	by OIR, saved as Excel file by OIR, saved as Excel file	Annual Annual	Academic Year Academic Year
parent completing a degree higher than an associate's degree. Students are not considered first generation if at least one parent completed a Percentage of first-time, full-time degree-seeking students who had a Pell Grant disbursed during their first semester at SMCM.	Admissions Aid	OIR. Located on shared network OIR. Located on shared network	Same Same	by OIR, saved as Excel file by OIR, saved as Excel file	Annual Annual	Academic Year Academic Year
include students who graduated by the fourth summer after matriculation (the trailing summer), per IPEDS guidelines. who graduated from SMCM within four years after matriculation. Non-resident aliens and unknown-race students are excluded from the numerator and within four years after matriculation. Non-resident aliens are excluded from the numerator and denominator. Students who identified as African American matriculation. Non-resident aliens are excluded from the numerator and denominator. Students who identified as Hispanic plus another race are included after matriculation. First generation students are defined as neither parent completing a degree higher than an associate's degree. Students are not graduated from SMCM within four years after matriculation.	SMCM Registrar SMCM Registrar SMCM Registrar SMCM Registrar + Financial Aid	OIR. Located on shared network OIR. Located on shared network OIR. Located on shared network OIR. Located on shared network OIR. Located on shared network	Same Same Same Same Same	by OIR, saved as Excel file, by OIR, saved as Excel file,	Annual Annual Annual Annual Annual	Academic Year Academic Year Academic Year Academic Year Academic Year
include students who graduated by the sixth summer after matriculation (the trailing summer), as per IPEDS guidelines. who graduated from SMCM within six years after matriculation. Non-resident aliens and unknown-race students are excluded from the numerator and within six years after matriculation. Non-resident aliens are excluded from the numerator and denominator. Students who identified as African American Non-resident aliens are excluded from the numerator and denominator. Students who identified as Hispanic plus another race are included as Hispanic. after matriculation. First generation students are defined as neither parent completing a degree higher than an associate's degree. Students are not graduated from SMCM within six years after matriculation.	SMCM Registrar SMCM Registrar SMCM Registrar SMCM Registrar + Financial Aid	OIR. Located on shared network OIR. Located on shared network OIR. Located on shared network OIR. Located on shared network OIR. Located on shared network	Same Same Same Same Same	by OIR, saved as Excel file, by OIR, saved as Excel file,	Annual Annual Annual Annual Annual	Academic Year Academic Year Academic Year Academic Year Academic Year
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. 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 track faculty on sabbatical (or paid leave).	SMCM Registrar Resources Resources	OIR. Located on shared network OIR. Located on shared network OIR. Located on shared network	Same Same Same	by OIR, saved as Excel file, by OIR, saved as Excel file by OIR, saved as Excel file	Annual Annual Annual	Academic Year State Fiscal Year State Fiscal Year
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 The percentage of women out of all full-time staff (staff whose primary responsibility is not instruction). seeking student at another institution.	Resources Admissions	OIR. Located on shared network OIR. Located on shared network	Same Same	by OIR, saved as Excel file by OIR, saved as Excel file	Annual Annual	State Fiscal Year Academic Year
matriculation at SMCM. matriculation at SMCM.	SMCM Registrar SMCM Registrar	OIR. Located on shared network OIR. Located on shared network	Same Same	by OIR, saved as Excel file, by OIR, saved as Excel file,	Annual Annual	Academic Year Academic Year
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 their first semester at the college, and who re-enrolled at SMCM one year after matriculation, as of the fall census date. semester at the college, and who graduated from SMCM within four years after matriculation.	Aid + Financial Aid + Financial Aid	OIR. Located on shared network OIR. Located on shared network OIR. Located on shared network	Same Same Same	by OIR, saved as Excel file by OIR, saved as Excel file, by OIR, saved as Excel file,	Annual Annual Annual	Academic Year Academic Year Academic Year

semester at the college, and who graduated from SMCM within six years after matriculation.	+ Financial Aid	OIR. Located on shared network	Same	by OIR, saved as Excel file,	Annual	Academic Year
left the question blank were excluded from the numerator and denominator.	Institutional	OIR. Located on shared network	Same	online platform (Qualtrics) and	Annual	Academic Year
were excluded from the numerator and denominator. Note: This does not have to be a credit bearing internship.	Institutional	OIR. Located on shared network	Same	online platform (Qualtrics) and	Annual	Academic Year
question blank). 2015 data: Numbers of respondents not seeking employment were not available. Employment was assumed based on a positive answer to the "job	Institutional Research	OIR. Located on shared network drive (staff_shares\InstResearch).	Same	online platform (Qualtrics) and saved as Excel file.	Annual	Academic Year
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	Institutional	OIR. Located on shared network	Same	online platform (Qualtrics) and	Annual	Academic Year

two years out are calculated based on	Same as above	None	PAR
See Description	Survey questions are sent to all seniors who have applied to graduate. Each student receives a	on all survey have been declining in recent years.	PAR
See Description	Survey questions are sent to all five-year-out alumni who have valid email addresses on file. Each alum receives a unique link to the	Low response rates lead to	PAR
See Description			See attached PAR
See Description			PAR