
SAINT MARY' S COLLEGE OF CALIFORNIA

SECTION VI

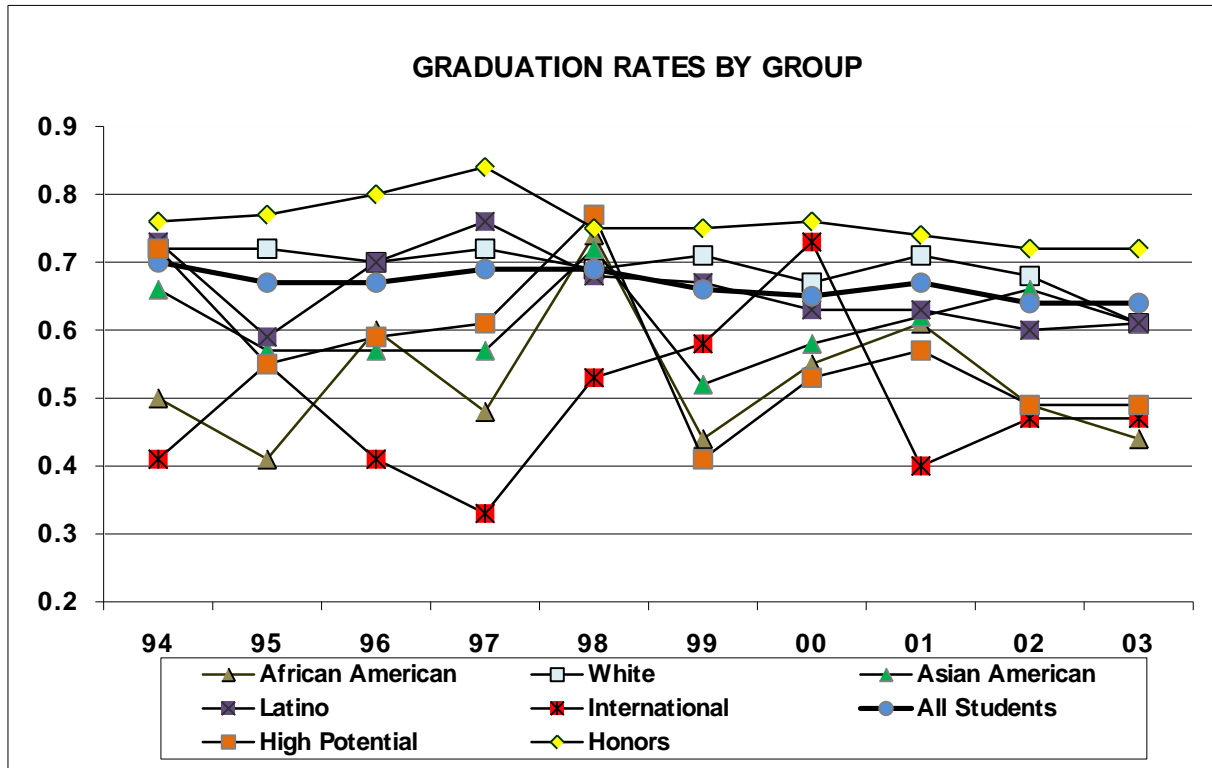
OUTCOMES

UG RETENTION AND GRADUATION RATE SUMMARY

Classes Entering Fall 1999 - Fall 2003

<i>Entering Year</i>	1999	2000	2001	2002	2003
ENTERED SMC AS FRESHMEN	632	624	582	666	564
COMPLETED 9 COURSES	87%	89%	88%	90%	86%
COMPLETED 18 COURSES	78%	77%	79%	78%	71%
COMPLETED 27 COURSES	75%	74%	74%	73%	67%
COMPLETED 36 COURSES	68%	66%	68%	66%	60%
GRADUATED AFTER SENIOR YEAR	58%	59%	60%	58%	50%
GRADUATED WITHIN 5 YEARS	64%	63%	66%	63%	56%
GRADUATED WITHIN 6 YEARS	67%	65%	67%	64%	58%

1999 - 2003 FIVE-YEAR AVERAGE GRADUATION RATE = 64%



Enrollment Services
October-09

SMC RETENTION AND GRADUATION RATES - ASIAN AMERICAN STUDENTS

	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
ENTERED SMC AS FRESHMAN	53	49	51	53	50	61	72	60	74	54	60	66	76	53	71
COMPLETED NINE COURSES	48 91%	40 82%	40 78%	45 85%	43 86%	48 79%	59 82%	52 87%	68 92%	47 87%	51 85%	59 89%	59 78%	45 85%	50 70%
COMPLETED EIGHTEEN COURSES	39 74%	32 65%	32 63%	37 70%	39 78%	39 64%	54 75%	43 72%	58 78%	39 72%	43 72%	54 82%	50 66%	28 53%	
COMPLETED TWENTY-SEVEN COURSES	36 68%	32 65%	32 63%	34 64%	38 76%	38 62%	52 72%	40 67%	56 76%	36 67%	40 67%	48 73%	35 46%		
COMPLETED THIRTY-SIX COURSES	35 66%	30 61%	31 61%	30 57%	37 74%	32 52%	46 64%	37 62%	52 70%	34 63%	33 55%	36 55%			
GRADUATED AFTER SENIOR YEAR	30 57%	25 51%	25 49%	28 53%	31 62%	28 46%	38 53%	31 52%	44 59%	28 52%	29 48%	36 55%			
GRADUATED WITHIN FIVE YEARS	32 60%	27 55%	27 53%	28 53%	35 70%	32 52%	40 56%	37 62%	48 65%	32 59%	32 53%				
GRADUATED WITHIN SIX YEARS	34 64%	29 59%	28 55%	29 55%	36 72%	32 52%	42 58%	37 62%	51 69%	33 61%					
TEN YEAR AVERAGE GRADUATION RATE	61%														

SMC RETENTION AND GRADUATION RATES - LATINO STUDENTS

	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
ENTERED SMC AS FRESHMEN	71	66	73	94	77	98	104	115	129	110	134	152	124	118	144
COMPLETED NINE COURSES	68 96%	53 80%	68 93%	86 91%	67 87%	88 90%	90 87%	104 90%	116 90%	100 91%	118 88%	131 86%	111 90%	102 86%	97 67%
COMPLETED EIGHTEEN COURSES	61 86%	43 65%	59 81%	80 85%	59 77%	83 85%	81 78%	92 80%	99 77%	87 79%	107 80%	117 77%	93 75%	64 54%	
COMPLETED TWENTY-SEVEN COURSES	55 77%	42 64%	56 77%	78 83%	57 74%	78 80%	77 74%	89 77%	94 73%	83 75%	98 73%	111 73%	66 53%		
COMPLETED THIRTY-SIX COURSES	52 73%	40 61%	51 70%	72 77%	53 69%	70 71%	67 64%	79 69%	80 62%	68 62%	75 56%	70 46%			
GRADUATED AFTER SENIOR YEAR	45 63%	36 55%	47 64%	65 69%	47 61%	59 60%	58 56%	66 57%	70 54%	55 50%	70 52%	70 46%			
GRADUATED WITHIN FIVE YEARS	49 69%	38 58%	48 66%	68 72%	50 65%	62 63%	64 62%	71 62%	75 58%	66 60%	76 57%				
GRADUATED WITHIN SIX YEARS	51 72%	39 59%	49 67%	68 72%	51 66%	69 70%	67 64%	73 63%	79 61%	67 61%					
TEN YEAR AVERAGE GRADUATION RATE	65%														

SMC RETENTION AND GRADUATION RATES - INTERNATIONAL STUDENTS

	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
ENTERED SMC AS FRESHMEN	17	11	22	18	19	19	11	15	19	24	23	12	8	14	23
COMPLETED NINE COURSES	15 88%	8 73%	15 68%	9 50%	15 79%	15 79%	11 100%	10 67%	14 74%	20 83%	14 61%	8 67%	7 88%	12 86%	15 65%
COMPLETED EIGHTEEN COURSES	10 59%	6 55%	10 45%	7 39%	12 63%	12 63%	8 73%	9 60%	10 53%	8 33%	12 52%	7 58%	6 75%	5 36%	
COMPLETED TWENTY-SEVEN COURSES	8 47%	6 55%	9 41%	7 39%	10 53%	11 58%	8 73%	6 40%	10 53%	6 25%	12 52%	6 50%	3 38%	1 7%	
COMPLETED THIRTY-SIX COURSES	7 41%	6 55%	9 41%	6 33%	10 53%	11 58%	8 73%	6 40%	9 47%	6 25%	12 52%	5 42%	0 0%	1 7%	
GRADUATED AFTER SENIOR YEAR	6 35%	3 27%	8 36%	5 28%	6 32%	9 47%	8 73%	5 33%	6 32%	4 17%	10 43%	5 42%	0 0%	1 7%	
GRADUATED WITHIN FIVE YEARS	7 41%	6 55%	9 41%	5 28%	9 47%	11 58%	8 73%	6 40%	8 42%	5 21%	12 52%				
GRADUATED WITHIN SIX YEARS	7 41%	6 55%	9 41%	6 33%	10 53%	11 58%	8 73%	6 40%	9 47%	6 25%					
TEN YEAR AVERAGE GRADUATION RATE	45%														

SMC RETENTION AND GRADUATION RATES - WHITE STUDENTS

	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
ENTERED SMC AS FRESHMEN	327	329	320	392	390	407	392	346	391	329	340	375	330	356	341
COMPLETED NINE COURSES	295 90%	297 90%	292 91%	358 91%	348 89%	363 89%	354 90%	308 89%	357 91%	280 85%	293 86%	323 86%	278 84%	311 87%	242 71%
COMPLETED EIGHTEEN COURSES	258 79%	270 82%	258 81%	323 82%	303 78%	327 80%	302 77%	279 81%	314 80%	234 71%	266 78%	286 76%	233 71%	202 57%	
COMPLETED TWENTY-SEVEN COURSES	245 75%	258 78%	239 75%	305 78%	285 73%	316 78%	294 75%	265 77%	300 77%	224 68%	259 76%	256 68%	169 51%		
COMPLETED THIRTY-SIX COURSES	235 72%	247 75%	230 72%	292 74%	274 70%	302 74%	274 70%	253 73%	278 71%	207 63%	223 66%	292 78%			
GRADUATED AFTER SENIOR YEAR	216 66%	218 66%	203 63%	264 67%	235 60%	248 61%	236 60%	219 63%	237 61%	179 54%	200 59%	191 51%			
GRADUATED WITHIN FIVE YEARS	224 69%	231 70%	214 67%	274 70%	259 66%	276 68%	252 64%	238 69%	260 66%	195 59%	214 63%				
GRADUATED WITHIN SIX YEARS	230 70%	238 72%	219 68%	282 72%	268 69%	284 70%	261 67%	243 70%	266 68%	200 61%					
TEN YEAR AVERAGE GRADUATION RATE	69%														

SMC RETENTION AND GRADUATION RATES - ASIAN AMERICAN PELL STUDENTS

	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	
ENTERED SMC AS FRESHMAN	11	20	20	22	21	16	14	29	16	13	9	16	12	10	
COMPLETED NINE COURSES	8 73%	16 80%	18 90%	17 77%	18 86%	14 88%	12 86%	27 93%	13 81%	11 85%	8 89%	14 88%	9 75%	6 60%	
COMPLETED EIGHTEEN COURSES	7 64%	15 75%	16 80%	16 73%	17 81%	14 88%	10 71%	25 86%	11 69%	10 77%	7 78%	11 69%	7 58%		
COMPLETED TWENTY-SEVEN COURSES	7 64%	15 75%	14 70%	16 73%	17 81%	14 88%	10 71%	24 83%	10 63%	10 77%	7 78%		4 25%		
COMPLETED THIRTY-SIX COURSES	6 55%	14 70%	13 65%	16 73%	15 71%	12 75%	8 57%	23 79%	9 56%	7 54%	5 56%				
GRADUATED AFTER SENIOR YEAR	4 36%	12 60%	13 65%	12 55%	12 57%	11 69%	7 50%	19 66%	8 50%	6 46%	5 56%				
GRADUATED WITHIN FIVE YEARS	5 45%	14 70%	13 65%	15 68%	15 71%	12 75%	8 57%	21 72%	9 56%	7 54%					
GRADUATED WITHIN SIX YEARS	5 45%	14 70%	13 65%	15 68%	15 71%	12 75%	8 57%	23 79%	9 56%						
EIGHT YEAR AVERAGE GRADUATION RATE		67%													

SMC RETENTION AND GRADUATION RATES - LATINO PELL STUDENTS

	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	
ENTERED SMC AS FRESHMEN	22	26	40	35	45	43	43	63	51	50	55	45	56	59	
COMPLETED NINE COURSES	17 77%	24 92%	38 95%	30 86%	40 89%	33 77%	42 98%	63 100%	45 88%	46 92%	47 85%	41 91%	48 86%	42 71%	
COMPLETED EIGHTEEN COURSES	15 68%	18 69%	34 85%	26 74%	37 82%	28 65%	39 91%	57 90%	40 78%	43 86%	41 75%	35 78%	35 63%		
COMPLETED TWENTY-SEVEN COURSES	15 68%	17 65%	33 83%	25 71%	34 76%	27 63%	37 86%	54 86%	39 76%	36 72%	39 71%	23 51%			
COMPLETED THIRTY-SIX COURSES	15 68%	15 58%	30 75%	23 66%	28 62%	24 56%	32 74%	44 70%	30 59%	25 50%	21 38%				
GRADUATED AFTER SENIOR YEAR	13 59%	13 50%	28 70%	20 57%	24 53%	22 51%	25 58%	41 65%	22 43%	24 48%	21 38%				
GRADUATED WITHIN FIVE YEARS	14 64%	14 54%	29 73%	21 60%	26 58%	23 53%	27 63%	42 67%	29 57%	25 50%					
GRADUATED WITHIN SIX YEARS	14 64%	14 54%	29 73%	22 63%	28 62%	24 56%	28 65%	44 70%	29 57%						
EIGHT YEAR AVERAGE GRADUATION RATE		63%													

SMC RETENTION AND GRADUATION RATES - WHITE PELL STUDENTS

	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
ENTERED SMC AS FRESHMEN	45	46	67	73	68	55	53	75	63	63	50	37	57	47
COMPLETED NINE COURSES	42	44	61	68	61	49	47	65	50	54	42	32	50	33
	93%	96%	91%	93%	90%	89%	89%	87%	79%	86%	84%	86%	88%	70%
COMPLETED EIGHTEEN COURSES	40	40	55	57	56	43	43	59	45	50	38	27	36	
	89%	87%	82%	78%	82%	78%	81%	79%	71%	79%	76%	73%	63%	
COMPLETED TWENTY-SEVEN COURSES	39	40	54	54	53	42	41	57	41	48	34	15		
	87%	87%	81%	74%	78%	76%	77%	76%	65%	76%	68%	41%		
COMPLETED THIRTY-SIX COURSES	36	36	50	52	50	37	38	48	36	43	21			
	80%	78%	75%	71%	74%	67%	72%	64%	57%	68%	42%			
GRADUATED AFTER SENIOR YEAR	34	31	47	46	38	32	32	40	27	39	21			
	76%	67%	70%	63%	56%	58%	60%	53%	43%	62%	42%			
GRADUATED WITHIN FIVE YEARS	34	34	47	50	46	35	37	45	32	39				
	76%	74%	70%	68%	68%	64%	70%	60%	51%	62%				
GRADUATED WITHIN SIX YEARS	35	35	49	51	47	36	37	46	35					
	78%	76%	73%	70%	69%	65%	70%	61%	56%					
EIGHT YEAR AVERAGE GRADUATION RATE	68%													

RECRUITMENT OF SMC SENIOR STUDENTS BY EMPLOYERS

(Students using the SMC Career Center)

	Number of Employers	Students Who Participated	No. Of Interviews	Number Placed	No. Offers Pending	Salaries SMC Avg.	Salaries Natl. Avg.
1997-98	131	158	958	98	18	\$31,300	\$29,200
1998-99	112	171	938	102	20	\$33,230	\$30,000
1999-00	131	158	917	90	11	\$38,000	\$32,430
2000-01	61	96	693	64	29	\$38,244	\$33,403
2001-02	74	188	873	51	23	\$38,515	\$33,837
2002-03	61	154	703	40	74	\$37,180	\$35,713
2003-04	72	171	848	65	1	\$39,761	\$36,413
2004-05	85	155	802	72	4	\$44,000	\$38,818
2005-06	90	164	978			\$44,000	\$37,427
2006-07	90	172	801			\$41,000	\$39,131
2007-08	90	172	906			\$43,582	\$42,334
2008-09	73	182	872			\$44,000	\$42,500

Source: Career Development Office December 2009

Salary Survey is published by the National Association of Colleges and Employers, (NACE).
The salary figures provided are from the most recent report (published Spring 2008).

Average starting salary offer by degree

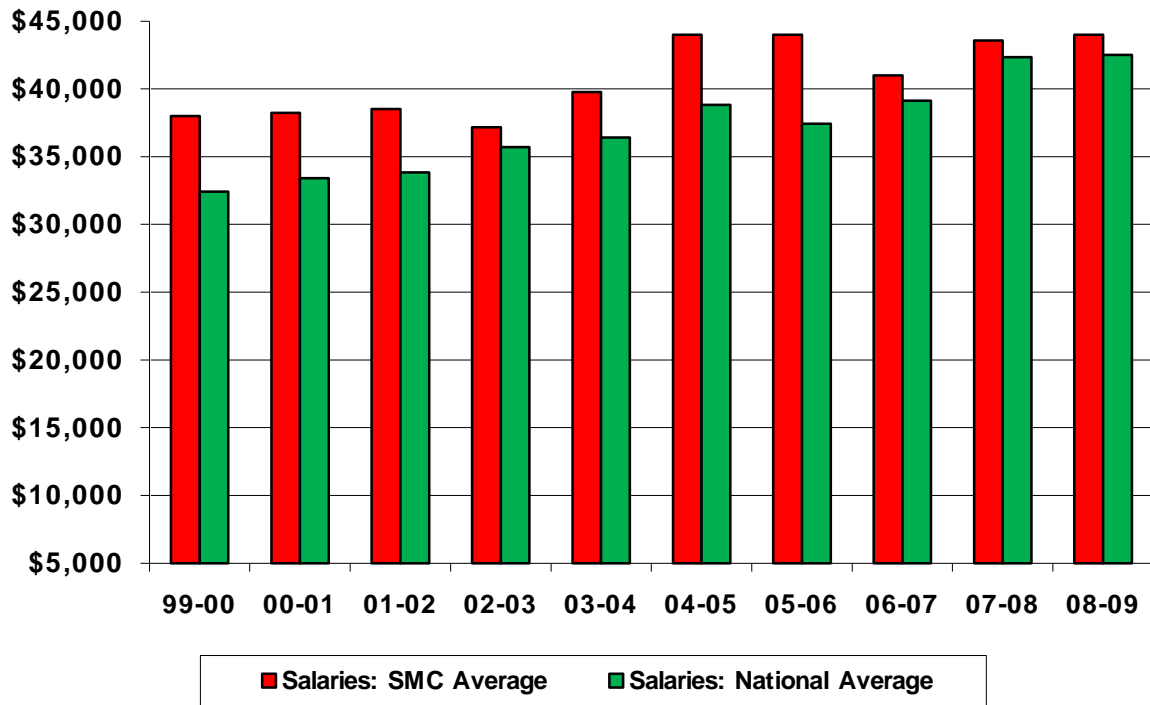
By Major:	Average Starting Salary - National Average	Average Starting Salary - Saint Mary's College
Accounting	\$45k - \$53k	\$51,000
Business	\$37k - \$55k	\$46,000
Econ/Finance	\$45k - \$55k	\$45k - \$55k
Communication	34k - \$48k	\$35,000
Liberal Arts	\$40,297	\$42,000
Psychology	\$34,054	\$35,000

2008 INTERNSHIP STATISTICS

% OF SENIORS WITH INTERNSHIPS NOTED ON RESUMES:	
% of Seniors with 1 Internship	36
% of Seniors with 2 Internship	19
% of Seniors with 3 Internship	5

Number of Employers who Participated in Career Information Nights	14
Number of Alums who Participated in Dine with Alums	50
Number of Organizations who Participated in the Career & Internship Fair	92

RECRUITMENT OF SMC SENIOR STUDENTS: AVERAGE SALARIES

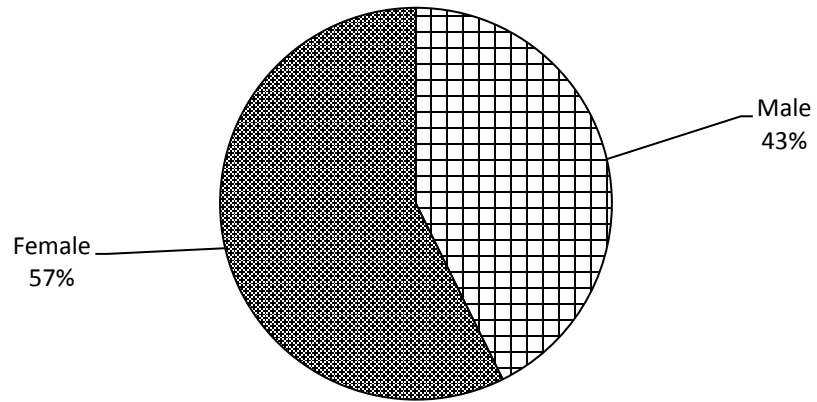


**DEGREES AWARDED BY PROGRAM
BY IPEDS DEFINED CATEGORIES, 2005 - 2009**

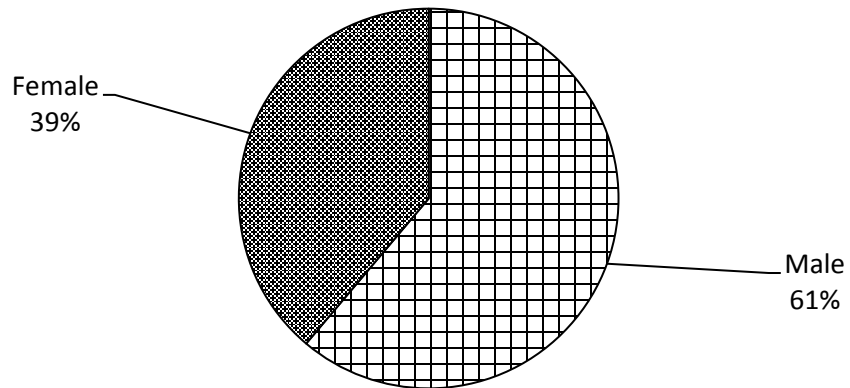
	2005			2006			2007			2008			2009		
	BA	MA	Ed.D	BA	MA	Ed.D	BA	MA	Ed.D	BA	MA	Ed.D	BA	MA	Ed.D
Area, Ethnic & Cultural Studies, Other	10			24			7			15			6		0
Women's Studies	0			0			1			0					0
Communication, General	55			55			48			52	2		45		0
Engineering, General	2			0			0			0			1		0
Modern/Classical Language	6			0			0			0			8		0
Paralegal/Law Studies	12			28			30			11			7		0
English/Drama, Lit. & Creative Writing	26	17		40	21		33	17		19	22		31	20	0
Lib.Arts & Sci./Lib.Studies, Integral	47	0		62	9		39	7		41	10		62	3	0
Biology, General	17			23			8			18			20		0
Mathematics/Math&Computer Science	5			5			3			0			4		0
Kinesiology	16	9		18	5		18	18		21	14		27	5	0
Philosophy	8			5			1			11			3		0
Religion/Religious Studies/Philosophy	1			4			4			3			5		0
Chemistry, General	1			4			3			3			1		0
Environmental Science and Studies				1			4			4			1		0
Physics and Astronomy, General	1			5			5			3			3		0
Psychology	42	2		50			39			49			45	2	0
Anthropology	4			8			3			8			5		0
Economics	11			16			11			14			14		0
History	15			14						16			15		0
Politics	20			30			19			22			18		0
Sociology	18			18			4			29			10		0
Human and Community Service				17			22			0					0
Performing Arts/Dance/Music/Theatre	13			9			5			14			14		0
Art and Art History	4			2			4			5			5		0
Health Science	11	2		12			18			22			18		0
AS - 2+ 2 Nursing										32			39		0
Business, General	90			104			108			74			81	28	0
Business Adm.& Mgmt.General	229	95		269	141		229	133		142	114		39	196	0
Accounting	17			35			30			31			25		0
Financial Management	16			18			18			17			21		0
International Business	3			8			4			7			7		0
Education		42	6		126	3		90	14		79	10		113	3
Total per year	700	167	6	884	302	3	718	265	14	683	241	10	580	367	3
	873			1,189			997			934			950		

**ALL GRADUATE AND PROFESSIONAL DEGREES GRANTED
(by Gender & Ethnicity) ALL PROGRAMS 2009**

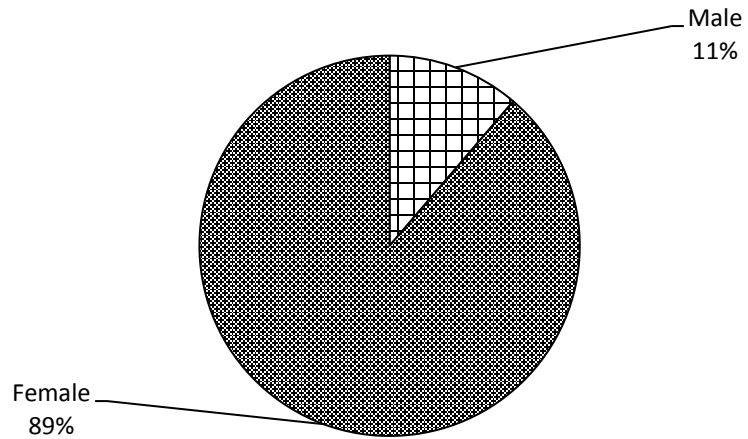
**ALL - Graduate and Professional Degrees
Granted (by Gender) 2009**



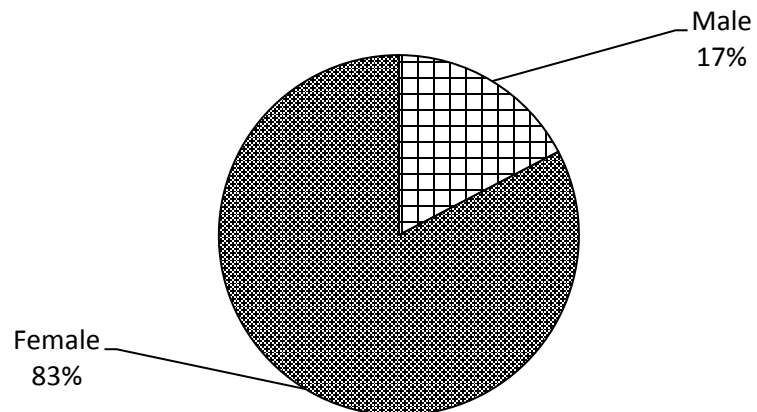
**BUSINESS - Graduate and Professional
Degrees Granted 2009**



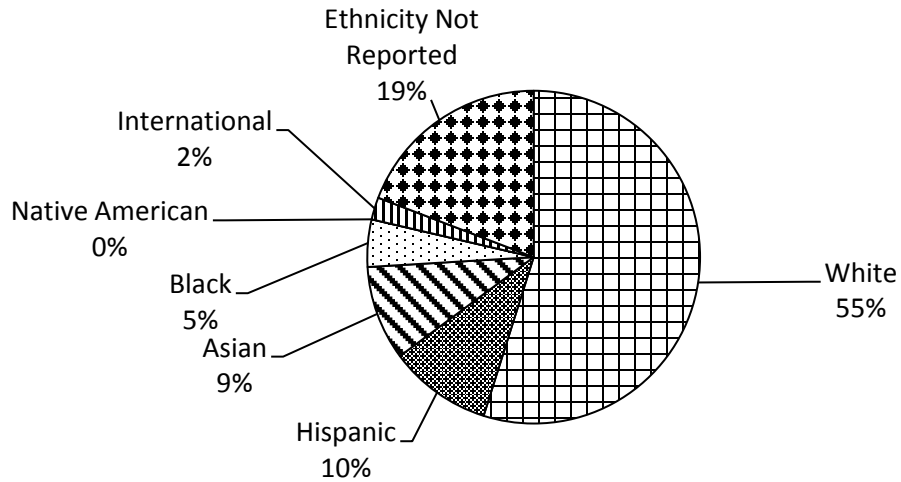
EDUCATION - Graduate and Professional Degrees Granted 2009



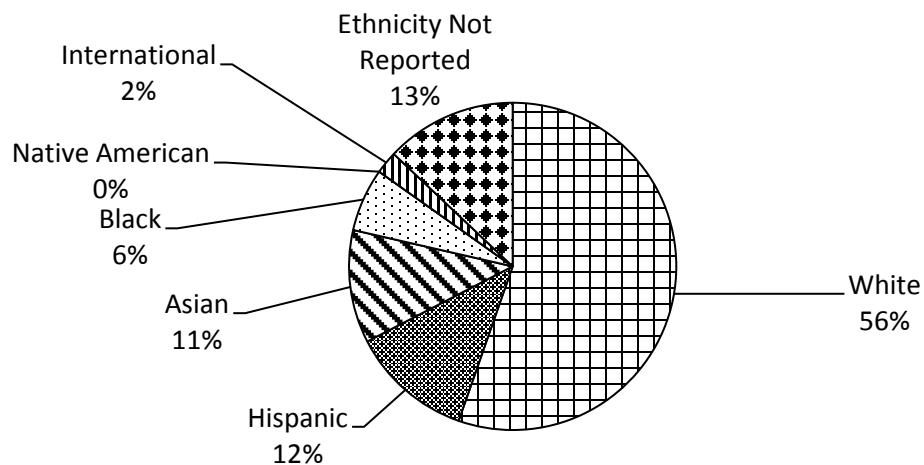
LIBERAL ARTS - Graduate and Professional Degrees Granted 2009



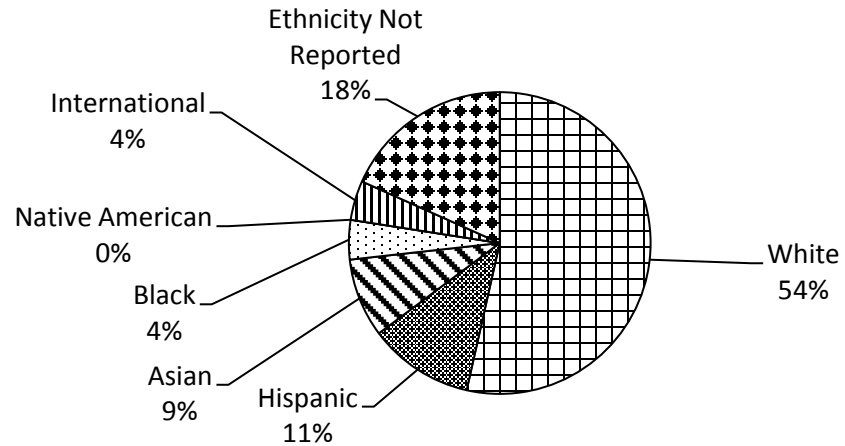
ALL - Graduate and Professional Degrees Granted (by Ethnicity) 2009



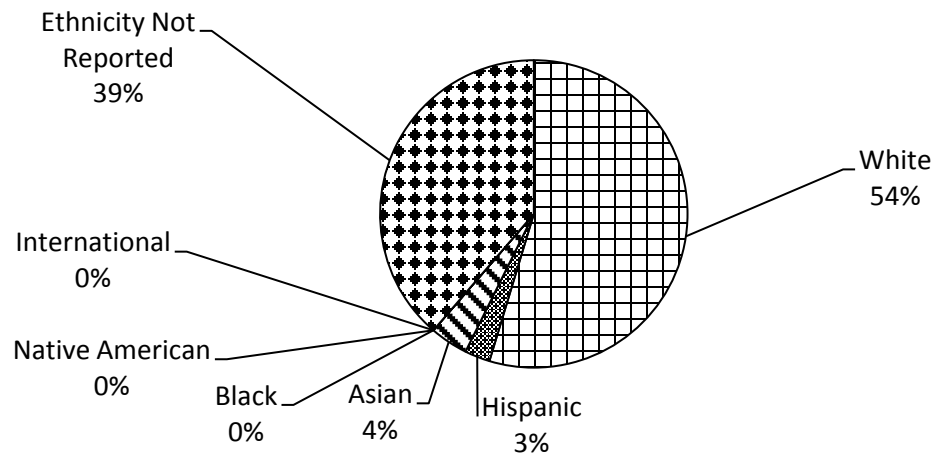
BUSINESS - Graduate and Professional Degrees Granted 2009



EDUCATION - Graduate and Professional Degrees Granted 2009



LIBERAL ARTS - Graduate and Professional Degrees Granted 2009



Saint Mary's College of California
Board Metrics - October 15, 2009

	05-06	06-07	07-08	08-09
1. Change in FTE (full time equivalency) Enrollment				
UG Freshmen	+ 10.5%	+ 9.6%	+ 0.1%	+ 10.5%
Total UG	+ 3.5%	-2.1%	+ 0.1%	+ 0.1%
Adult and Graduate Programs	-9.1%	-22.7%	-11.4%	+ 0.4%
2. Percentage Change in UG Tuition/Room & Board	8.5%/5.0%	6.5%/5.6%	7.0%/5.0%	7.0%/5.3%
3. Tuition Discount Rates				
New Undergraduate Student Tuition Discount Rate	29.0%	31.5%	34.2%	42.9%
All Undergraduate Student Tuition Discount Rate	28.9%	28.8%	30.9%	34.4%
Un-sponsored All Undergraduate Student Tuition Discount Rate	24.0%	23.7%	25.3%	28.2%
All Student Tuition Discount Rate	22.1%	23.0%	24.8%	27.7%
Un-sponsored All Student Tuition Discount Rate	18.2%	18.9%	20.4%	22.7%
4. Portion of Freshman Applicants Offered Admission	84.6%	70.0%	82.0%	81.0%
5. Portion of UG Students Receiving Pell Grants	23.0%	21.1%	22.4%	23.0%
6. Percent of UG Students in Residence Halls	63.0%	59.6%	61.0%	62.3%
7. NSSE Institutional Engagement Indices (First Year/Senior Year) *				
Level of Academic Challenge		59.6/65.8		62.8/62.1
<i>Saint Mary's/Master-level colleges</i>	<i>For 2006-</i>	<i>54.5/57.9</i>		<i>53.1/56.9</i>
Active and Collaborative Learning	<i>2007, comparative</i>	<i>46.5/57.7</i>		<i>48.6/56.1</i>
<i>Saint Mary's/Master-level colleges</i>	<i>e group has</i>	<i>44.7/53.1</i>		<i>43.3/51.5</i>
Student Interactions with Faculty Members	<i>changed from</i>	<i>39.8/53.2</i>	<i>Comparative Data</i>	<i>44.9/48.7</i>
<i>Saint Mary's/Master-level colleges</i>	<i>Master's Colleges</i>	<i>36.3/44.2</i>	<i>was not available</i>	<i>35.2/41.7</i>
Enriching Educational Experiences	<i>and Universities</i>	<i>30.5/49.5</i>	<i>for this year</i>	<i>32.2/45.1</i>
<i>Saint Mary's/Master-level colleges</i>	<i>to</i>	<i>26.7/40.3</i>		<i>27.0/38.5</i>
Supportive Campus Environment	<i>Catholic Colleges</i>	<i>65.5/63.9</i>		<i>68.2/62.3</i>
<i>Saint Mary's/Master-level colleges</i>	<i>and Universities</i>	<i>60.1/58.0</i>		<i>61.6/58.8</i>
8. Average Undergraduate Class Size				
Fall Term	19.8%	20.3%	20.3%	19.7%
Spring Term	19.9%	19.7%	19.5%	19.9%
9. Portion of UG Courses Taught by Full-Time Faculty	82%	81%	80%	82%
10. Retention/Graduation rates				
Retention Rate Frosh to Sophomore Year	82%	77%	81%	82%
Four-Year Graduation Rate	58%	59%	58%	57%
Six-Year Graduation Rate	65%	67%	67%	65%
Four-Year Graduation Rate for Scholarship Student Athletes	56%	57%	60%	61%
Six-Year Graduation Rate for Scholarship Student Athletes	65%	66%	63%	67%
11. Alumni Giving Rates				
UG Alumni	11.9%	13.7%	14.4%	14.2%
Non-UG Alumni	2.6%	6.4%	6.9%	8.0%
Total Alumni	7.7%	11.4%	11.5%	12.1%
12. Financial Resources Per FTE (All Students)	\$51,263	\$58,981	\$53,392	\$38,956
Moody's 'A' Median	<i>\$44,270</i>			
13. Expendable Financial Resources/Debt	2.3	2.5	1.25	0.63
Moody's 'A' Median	<i>1.5</i>			
14. Expendable Financial Resources/Operating Budget	1.3	1.3	0.96	0.46
Moody's 'A' Median	<i>1.0</i>			
15. Instructional Expenditures per FTE	\$21,906	\$24,994	\$27,248	\$28,521
Moody's 'A' Median	<i>\$24,279</i>			
16. Adult & Grad Program Gross Revenue/(Loss) Before 30%	\$6,064,085	\$4,379,450	\$4,652,645	\$4,958,257
SEED Programs	<i>\$1,865,000</i>	<i>(\$213,556)</i>	<i>(\$379,216)</i>	<i>(\$239,429)</i>
All Other Adult and Graduate Programs	<i>\$4,199,085</i>	<i>\$4,593,006</i>	<i>\$5,031,861</i>	<i>\$5,197,686</i>
17. Adult & Grad Program Gross Revenue/(Loss) After 30%	\$ (59,655)	(\$898,839)	(\$831,493)	(\$977,379)
SEED Programs	<i>\$ (538,600)</i>	<i>(\$954,402)</i>	<i>(\$527,571)</i>	<i>(\$253,818)</i>
All Other Adult and Graduate Programs	<i>\$ 478,945</i>	<i>\$55,563</i>	<i>(\$303,922)</i>	<i>(\$723,561)</i>
18. Endowment Per FTE	\$38,370	\$48,361	\$45,111	\$32,098
19. Unrestricted Net Assets/Debt	1.4	1.6	1	0.3

* Due to changes in NSSE annual reporting, we are now presenting comparisons between SMC and other Master's-level Colleges.

Saint Mary' s College of California
Board of Trustees Metrics
Explanation of Terms
October 15, 2009

1. Percentage change in full-time equivalency (FTE) fall semester enrollment from previous year' s level. Full-time equivalency enrollment is defined as the number of students enrolled in a full-time course load plus one-third of the number of students enrolled in a part-time course load.
2. Percentage change in traditional undergraduate (TUG) tuition and room and board charges from previous year' s level.
3. Total institutional aid offered as a proportion of total gross tuition revenue. Total unsponsored (true tuition discount- not offset by endowment or gift income) institutional aid offered as a proportion of total gross tuition revenue.
4. Portion of TUG freshmen fall term applicants offered admission.
5. Portion of TUG students who receive Pell Grant awards. Pell Grant family financial need guidelines indicate that students qualifying for these grants are very needy.
6. Portion of TUG students who are housed in on campus residence halls.
7. Average scores of first and senior year students on National Survey of Student Engagement Indices compared with the average scores for students at other master' s colleges and universities.
8. Total of TUG course section enrollments divided by the total of courses offered.
9. Portion of TUG course sections taught in the fall semester by full-time faculty members including tenured and tenure track faculty, non-tenure track faculty teaching five or more courses per year, and regularly participating full-time staff and non-tenure track Christian Brothers.
10. Portion of first-time full-time TUG freshmen who either return for their second year (retention) or graduate within four and six years of first enrollment. Graduation rates for scholarship student athletes include all Saint Mary' s student athletes receiving athletic related aid.
11. Proportion of alumni, both traditional and non-traditional, solicited that made donations to Saint Mary' s during each fiscal year.
12. Total net assets less net investment in plant divided by FTE enrollment.
13. Total of expendable net assets divided by the total of long-term debt.
14. Total of expendable net assets divided by the total operating expenses (including depreciation).
15. Total instructional and general expenditures divided by total FTE enrollment.
16. Total Adult and Graduate Program revenue less direct cost.

17. Total Adult and Graduate Program revenue less direct and overhead (calculated at 30% of revenue) costs.
18. Total endowment at June 30th divided by the previous fall FTE enrollment.
19. Unrestricted net assets divided by outstanding indebtedness at June 30th.

About the National Survey of Student Engagement (NSSE)

The National Survey of Student Engagement (NSSE)* is designed to obtain, on an annual basis, information from scores of colleges and universities nationwide about student participation in programs and activities that institutions provide for their learning and personal development.

In an ongoing effort to disseminate campus data and utilize the data to inform our practice, the survey results from our participation in the 2009 National Survey of Student Engagement (NSSE) are presented on the following page in the form of institutional benchmark scores, with comparisons to students at other institutions nationally.

The National Survey of Student Engagement queries students about their participation in activities that support the educational goals of the College. It is currently the best available instrument for collecting information about, measuring and comparing student activities that support their academic work. In particular, the NSSE survey focuses on activities on activities which research has consistently shown support for students' intellectual, social and spiritual development. To help institutions "focus discussions about the importance of student engagements and guide institutional improvement efforts," NSSE aggregates the responses to these questions into five benchmark measurements. These five benchmarks, called **Benchmarks of Effective Educational Practice**, are described below.

Level of Academic Challenge – Challenging intellectual and creative work is central to student learning and collegiate quality.

Active and Collaborative Learning – Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings.

Student-Faculty Interaction – Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom.

Enriching Educational Experiences – Complementary learning opportunities in and out of the class augment academic programs.

Supportive Campus – Students perform better and are more satisfied at the colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.

*For more information about the NSSE survey, please visit their website at <http://nsse.iub.edu>. All descriptions of NSSE were taken from the website.


National Survey of Student Engagement
 Executive Snapshot 2009 (Saint Mary's College of California)

Benchmarks of Effective Educational Practice

To represent the multi-dimensional nature of student engagement, NSSE developed five indicators of effective educational practice. These "benchmarks" are created from clusters of NSSE questions that best represent these practices.

The table below summarizes key benchmark results for your institution and institutions in your selected comparison groups. The '+' symbol indicates that your institution's score is higher than the respective comparison group ($p < .05$), the '-' symbol indicates a score lower than the comparison group, and a blank space indicates no significant difference. For additional details, review your *NSSE 2009 Benchmark Comparisons* report.

	Class	Saint Mary's (CA)	Comparison Groups		
			Far West Private	Carnegie Class	NSSE 2009
Level of Academic Challenge (LAC)					
<i>How challenging is your institution's intellectual and creative work?</i>	First-Year	63	+	+	+
	Senior	62		+	+
Active and Collaborative Learning (ACL)					
<i>Are your students actively involved in their learning, individually and working with others?</i>	First-Year	49		+	+
	Senior	56		+	+
Student-Faculty Interaction (SFI)					
<i>Do your students work with faculty members inside and outside the classroom?</i>	First-Year	45	+	+	+
	Senior	49		+	+
Enriching Educational Experiences (EEE)					
<i>Do your students take advantage of complementary learning opportunities?</i>	First-Year	32		+	+
	Senior	45	-	+	+
Supportive Campus Environment (SCE)					
<i>Do your students feel the institution is committed to their success?</i>	First-Year	68		+	+
	Senior	62		+	+

Level of Academic Challenge (LAC)

Mean Comparisons

Saint Mary's College of California compared with:

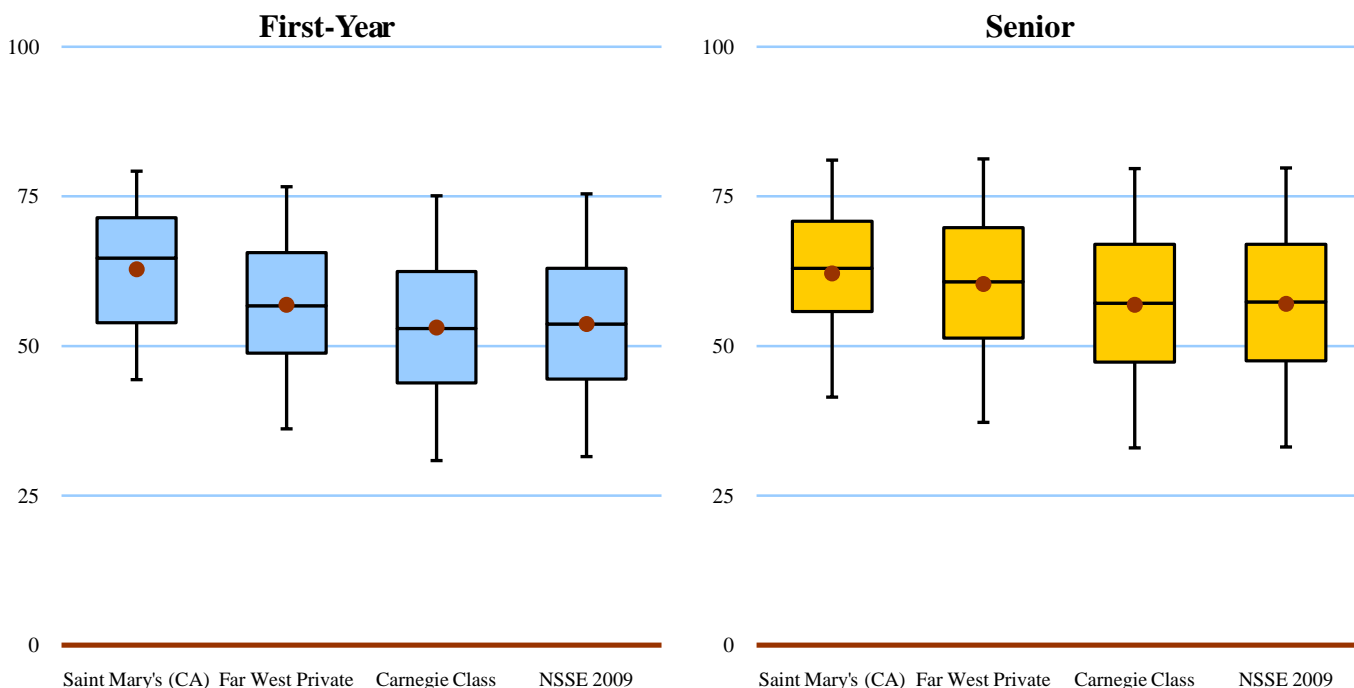
Class	Saint Mary's (CA)	Far West Private			Carnegie Class			NSSE 2009		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	62.8	56.9	***	.48	53.1	***	.72	53.7	***	.68
Senior	62.1	60.4		.13	56.9	***	.37	57.0	***	.36

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

Distributions of Student Benchmark Scores



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages

Level of Academic Challenge (LAC) Items

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for students.

Preparing for class (studying, reading, writing, doing homework or lab work, etc. related to academic program)

Number of assigned textbooks, books, or book-length packs of course readings

Number of written papers or reports of 20 pages or more; number of written papers or reports of between 5 and 19 pages; and

number of written papers or reports of fewer than 5 pages

Coursework emphasizes: **Analysis** of the basic elements of an idea, experience or theory

Coursework emphasizes: **Synthesis** and organizing of ideas, information, or experiences into new, more complex interpretations and relationships

Coursework emphasizes: **Making of judgments** about the value of information, arguments, or methods

Coursework emphasizes: **Applying** theories or concepts to practical problems or in new situations

Working harder than you thought you could to meet an instructor's standards or expectations

Campus environment emphasizes: Spending significant amount of time studying and on academic work.

Active and Collaborative Learning (ACL)

Mean Comparisons

Saint Mary's College of California compared with:

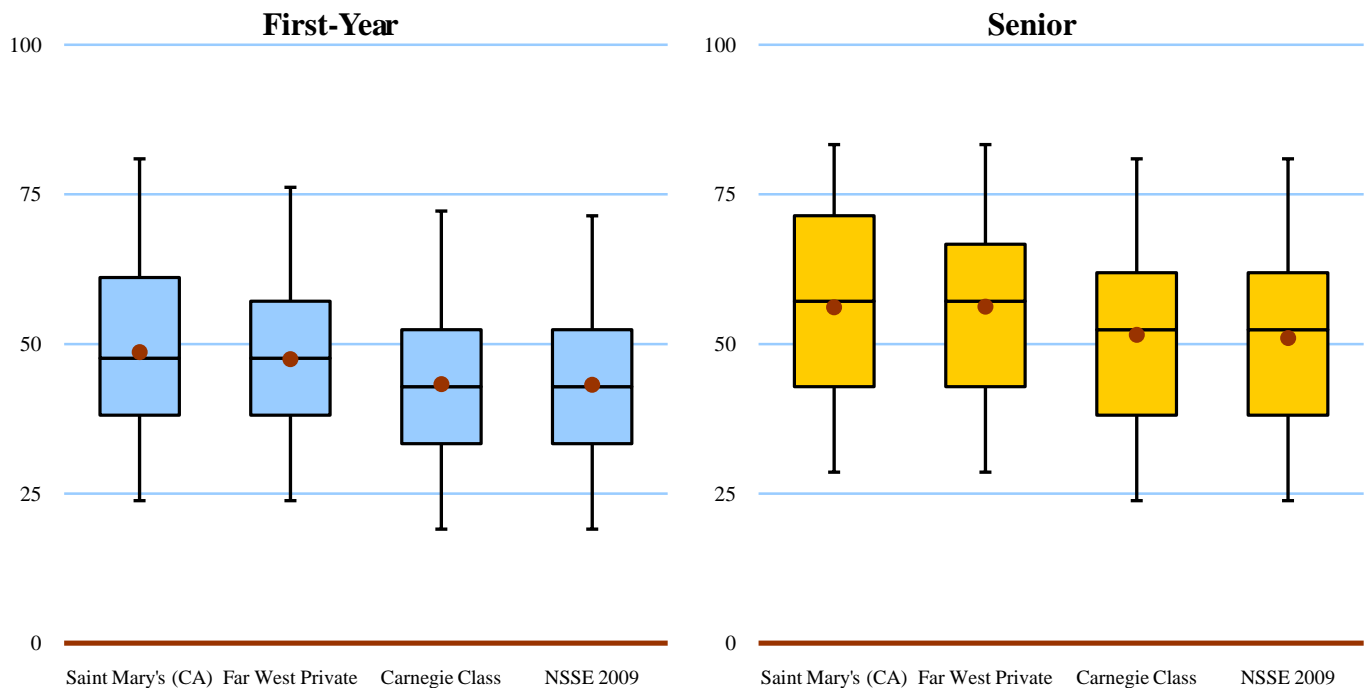
Class	Saint Mary's (CA)	Far West Private			Carnegie Class			NSSE 2009		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	48.6	47.5		.07	43.3	***	.32	43.2	***	.33
Senior	56.1	56.2		-.01	51.5	***	.26	51.0	***	.29

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

Distributions of Student Benchmark Scores



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages

Active and Collaborative Learning (ACL) Items

Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy,

- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked with other students on projects **during class**
- Worked with classmates **outside of class** to prepare class assignments
- Tutored or taught other students (paid or voluntary)
- Participated in a community-based project (e.g., service learning) as part of a regular course
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

Student-Faculty Interaction (SFI)

Mean Comparisons

Saint Mary's College of California compared with:

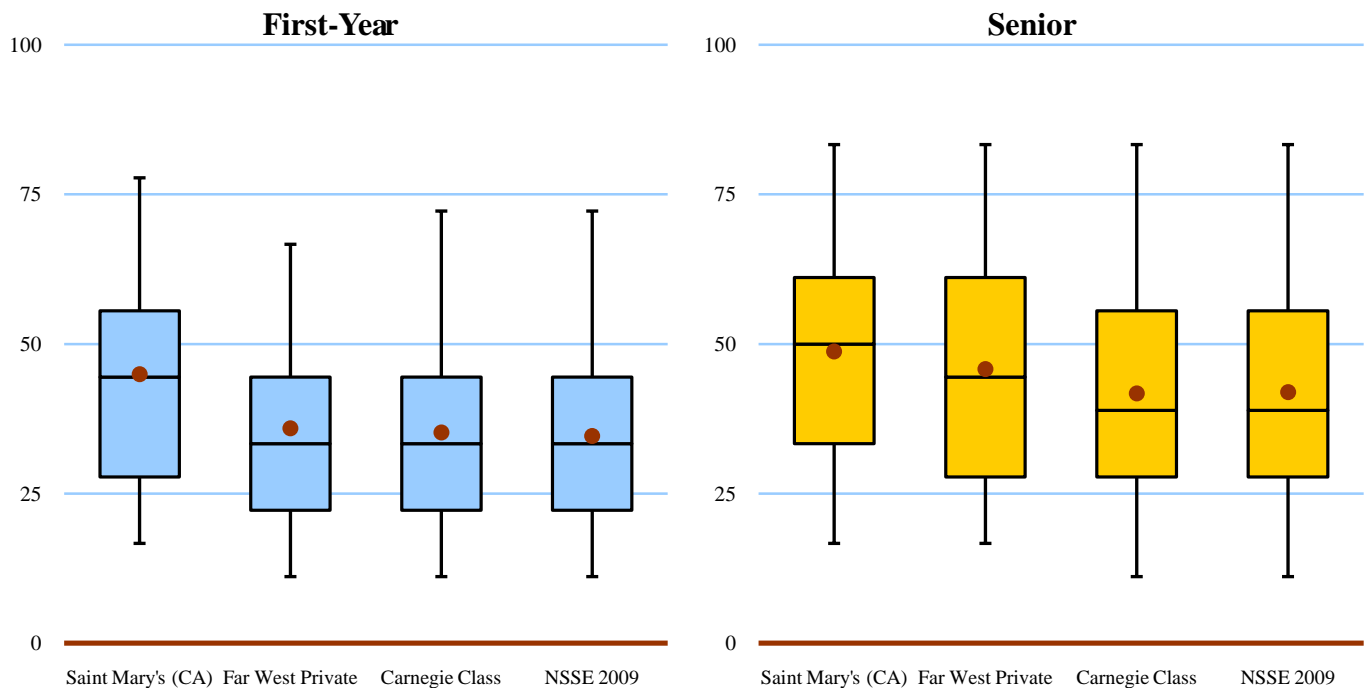
Class	Saint Mary's (CA)	Far West Private			Carnegie Class			NSSE 2009		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	44.9	35.9	***	.52	35.2	***	.52	34.6	***	.56
Senior	48.7	45.8		.14	41.7	***	.34	42.0	***	.33

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

Distributions of Student Benchmark Scores



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages

Student-Faculty Interaction (SFI) Items

Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.

- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from your readings or classes with faculty members outside of class
- Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)
- Received prompt written or oral feedback from faculty on your academic performance
- Worked on a research project with a faculty member outside of course or program requirements

Enriching Educational Experiences (EEE)

Mean Comparisons

Saint Mary's College of California compared with:

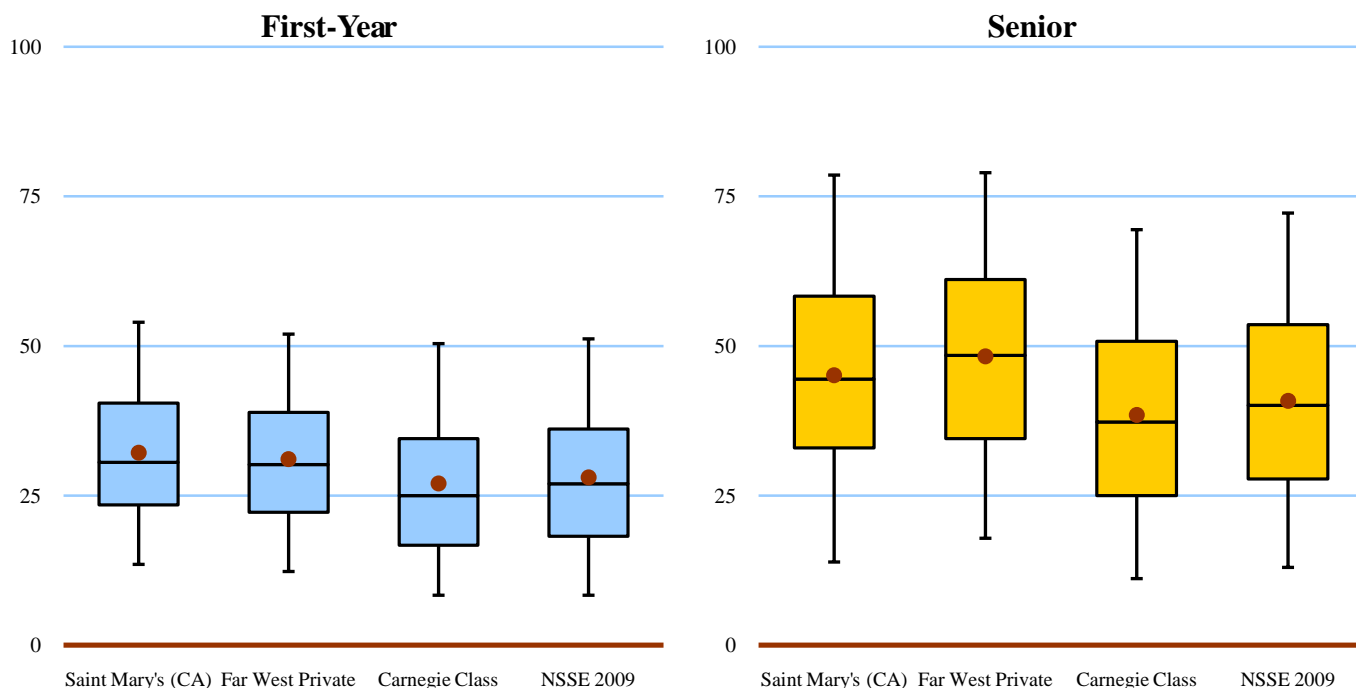
Class	Saint Mary's (CA)	Far West Private			Carnegie Class			NSSE 2009		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	32.2	31.1		.09	27.0	***	.38	28.0	***	.31
Senior	45.1	48.3	*	-.17	38.5	***	.37	40.8	**	.24

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

Distributions of Student Benchmark Scores



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages

Enriching Educational Experiences (EEE) Items

Complementary learning opportunities enhance academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior

- Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, etc.)
- Practicum, internship, field experience, co-op experience, or clinical assignment
- Community service or volunteer work
- Foreign language coursework / Study abroad
- Independent study or self-designed major
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)
- Serious conversations with students of different religious beliefs, political opinions, or personal values
- Serious conversations with students of a different race or ethnicity than your own
- Using electronic medium (e.g., listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment
- Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- Participate in a learning community or some other formal program where groups of students take two or more classes together

Supportive Campus Environment (SCE)

Mean Comparisons

Saint Mary's College of California compared with:

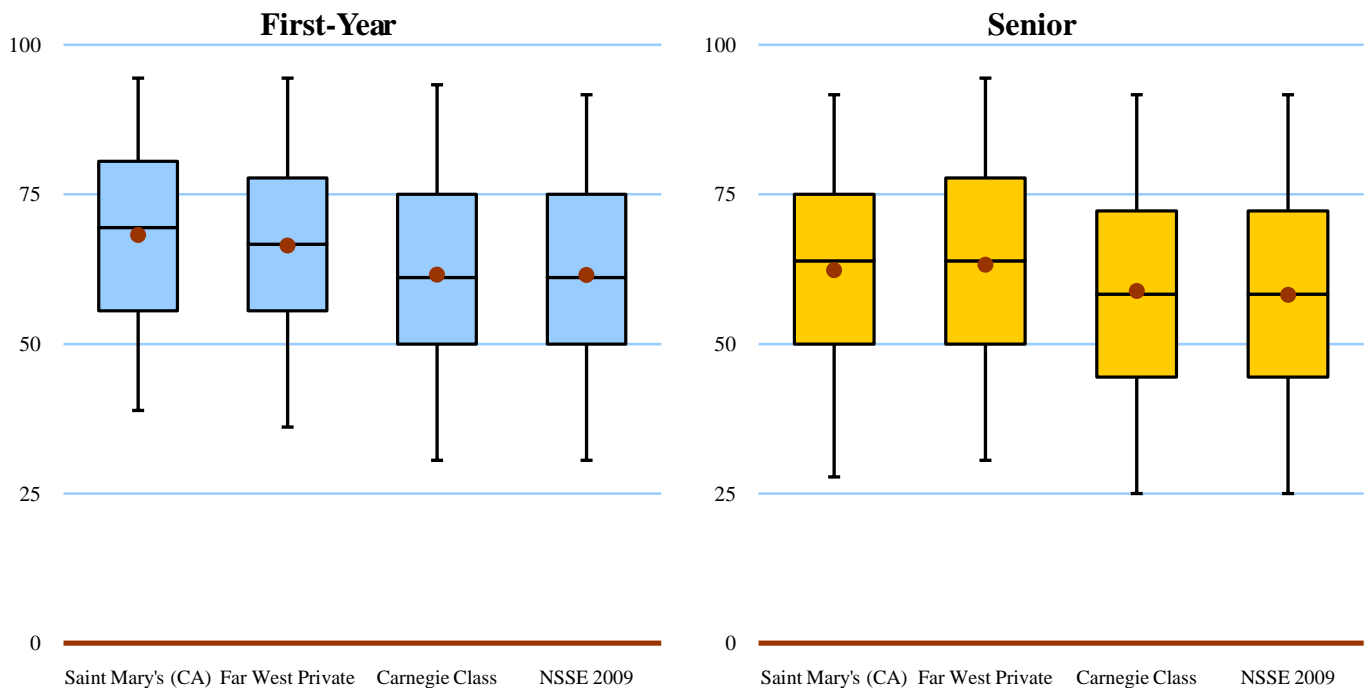
Class	Saint Mary's (CA)	Far West Private			Carnegie Class			NSSE 2009		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	68.2	66.4		.10	61.6	***	.35	61.6	***	.35
Senior	62.3	63.3		-.05	58.8	*	.18	58.2	**	.21

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

Distributions of Student Benchmark Scores



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages

Supportive Campus Environment (SCE) Items

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.

- Campus environment provides the support you need to help you succeed academically
- Campus environment helps you cope with your non-academic responsibilities (work, family, etc.)
- Campus environment provides the support you need to thrive socially
- Quality of relationships with other students
- Quality of relationships with faculty members
- Quality of relationships with administrative personnel and offices

Orientation Data For New Student Programs

Freshmen Orientation Data as of 6/29, 2002 - 2009								
	2002	2003	2004	2005	2006	2007	2008	2009
Session I	145	135	183	164	161	183	164	188
Session II	201	182	161	197	173	180	189	124
Session III	206	163	150	192	181	138	178	163
Session IV	109	92	140	152	103	114	161	193
Total	661	572	634	705	618	615	692	668
Orientation	16	10	23	30	8	6		6
Did not attend	n/a	n/a	n/a	n/a	n/a	2	3	5
Parents	n/a	n/a	n/a	829	897	900	1037	870
Spanish	n/a	n/a	n/a	60	38	65	62	63

Transfer Orientation Attendance, 2002-2009								
	2002	2003	2004	2005	2006	2007	2008	2009
# Attended	95	75	107	70	112	70	74	87
Enrolled	153	148	159	118	173	159	125	123
% Attended	62%	51%	67%	59%	65%	44%	59%	71%

Freshman Orientation Assessment Metrics

Freshman Orientation Survey (end of orientation day)

Percentage of students who agreed they felt more confident about joining the community as a result of attending Orientation.	2006	2007	2008	2009
	92%	94%	89%	90%
# of Respondents	438	489	644	

First Year Experience Survey (end of first term)

Percentage of students who agreed Summer Orientation adequately prepared them for their first term at Saint Mary's.	2006	2007	2008	2009
	46%	n/a	n/a	n/a
# of Respondents	398			

Your First College Year Survey (end of first year)

Percentage of students indicating they were satisfied or very satisfied with Orientation for new students.	2006	2007	2008	2009
	59%	n/a	n/a	n/a
# of Respondents	209			

Mid Year Orientation Data								
	2002	2003	2004	2005	2006	2007	2008	2009
Transfer	n/a	30	n/a	33	34	52	39	29
Freshmen	n/a	4	n/a	3	3	4	3	3
Enrolled	n/a	65	56	65	68	61	45	40
% Attended	n/a	52%	n/a	55%	54%	92%	93%	80%