Saint Mary's College FACT BOOK

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Quick Reference

Established: 1844

Congressional District: 2

Accreditation: North Central Association of Colleges and Schools

(The Higher Learning Commission)

Carnegie Classification: Baccalaureate—Arts & Sciences

FICE/OPEID Code: 001836

Student Enrollment: Fall 2010 headcount → 1555

Fall 2010 **FTE** (full-time equivalent) \rightarrow 1655

Degrees Awarded: 376 (2009-2010)

Active Alumnae: 21,226

Average Class Size: 15

Tuition: \$30,360 (*Academic Year 2010-2011*)

On-Campus Housing: 1,242 (84%)

Library Book Volumes: 273,482 (Fiscal Year 2009-2010)

Total Unrestricted Expenditures: \$52,090,006 (Year ending May 31, 2010)

Market Value of Endowment \$117,565,362 (as of May 31, 2010)

Employee Headcount: 541 (*Fall 2009*)

Full-Time Instructional Faculty: 134 (*Fall 2009*)

Student/Faculty Ratio: 11 to 1 (*Fall 2009*)

Administration

President

Carol Ann Mooney J.D.

President's Cabinet

Senior Vice President and Dean of Faculty, Patricia Ann Fleming Vice President for College Relations, Shari M. Rodriguez Vice President for Finance and Administration, Richard A. Speller Vice President for Mission, Sister Mary Louise Gude, CSC Vice President for Student Affairs, Karen A. Johnson Vice President for Enrollment Management, Mona Bowe

Previous Presidents

Mother M. Pauline O'Neill, CSC	1895-1931
Sister Irma Burns, CSC	1931-1934
Sister M. Madeleva Wolff, CSC	1934-1961
Sister Maria Renata Daily, CSC	1961-1965
Sister Mary Grace Kos, CSC	1965-1967
Monsignor John J. McGrath, CSC	1968-1970
Sister Alma Peter, CSC (acting)	1970-1972
Dr. Edward L. Henry	1972-1974
Dr. William A. Hickey (acting)	1974-1975
Dr. John M. Duggan	1975-1985
Dr. William A. Hickey (acting)	1985-1986
Dr. William A. Hickey	1986-1997
Dr. Marilou Eldred	1997-2004

Saint Mary's College Board of Trustees

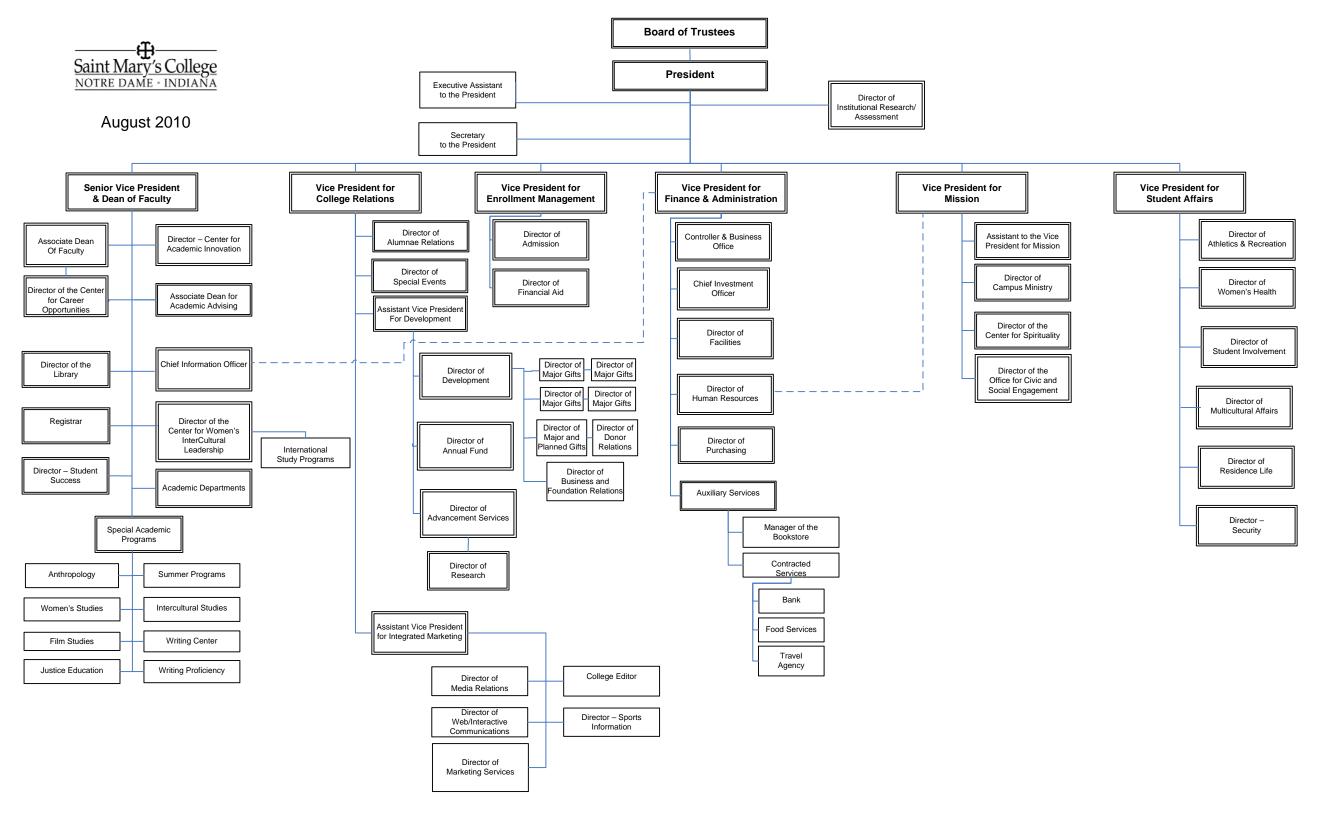
Mary L. Burke '85, Chair
Susan Fitzgerald Rice '61, Vice Chair
Paula M. Dawning '71, Secretary
M. Suzanne Scherer Calandra '72, Treasurer

Sister Alma Mary Anderson, CSC '65 Michael E. Cahill Elizabeth R. Culligan '72 Nancy Roberts Dobson '70 Sarah Belanger Earley '71 Thomas P. Fitzgerald Catherine Hammel Frischkorn '75 Sister Mary Louise Full '65 Sister Michelle Germanson, OP Sister Judith Hallock, CSC '65 Emma Hoffman '11 Hollve Harrington Jacobs '93 Rose Marie Lopez Jones '80 **Thomas Joyce** Sister Catherine Kamphaus, CSC '67 Linda S. Kawecki '79 Joan Gifford LeSage '71 Reverend Edward A. Mallov, CSC Reverend Kenneth M. Molinaro, CSC Carol Ann Mooney '72 **Carmen Murphy** Beverly Troxler O'Grady '63 Jennifer Mathile Prikkel '95 JoAnn McDermott Reed '77 Sister Kathleen Reilly, CSC '65 Sister Agnes Anne Roberts, CSC '51 Sister Rose Anne Schultz, CSC '66 Joanne R. Snow Beth Lichtenfels Veihmeyer '77

Trustee Emeritae/Emeriti

Sister Rachel Callahan, CSC '62 Joyce McMahon Hank '52 William J. Schmuhl, Jr.

Source: http://www3.saintmarys.edu/board-of-trustees



Accreditation

The Higher Learning Commission (a commission of the North Central Association of Colleges and Schools)

American Chemical Society (list of approved schools)

Council on Social Work Education

Indiana Professional Standards Board

Indiana State Board of Nursing

National Association of Schools of Art and Design

National Association of Schools of Music

National Council for the Accreditation of Teacher Education

National League for Nursing Accreditation Commission, Inc.

Memberships

American Association for Higher Education

American Association of Colleges for Teacher Education

American Council on Education

Association of American Colleges and Universities

Association of Catholic Colleges and Universities

Association of Governing Boards of Universities and Colleges

Campus Compact

College Board

Council of Independent Colleges

Independent Colleges of Indiana

Indiana Campus Compact

International Federation of Catholic Universities

Michigan Intercollegiate Athletic Association

National Association of Independent Colleges and Universities

National Catholic Education Association

National Collegiate Athletic Association

National Hispanic Institute

Women's College Coalition

Worker Rights Consortium

 $Note: This\ list\ of\ memberships\ is\ not\ exhaustive.\ This\ list\ contains\ selected\ memberships\ for\ 2010-2011.$

Source: Saint Mary's College Bulletin 2010-2011

History

In 1843, four Sisters of the Holy Cross came from Le Mans, France, to share in the apostolate of education with the priests and brothers of Holy Cross who had been sent by the bishop of Vincennes to open a college in northern Indiana. One year later, the sisters opened their first school in Bertrand, Michigan, a few miles from Notre Dame. In 1994, Saint Mary's celebrated it sesquicentennial, a time when the College's founders and the College's traditions and many pioneers were honored.

Significant Events

1844	Establishment of school at Bertrand, Michigan
1848	First commencement
1850	Charter granted by State of Michigan
1855	Saint Mary's transferred from Bertrand, Michigan to its present campus and was
	Chartered by the State of Indiana
1879	Alumnae Association founded
1899	First successful non-commercial wireless message in the United States received
10,,	at Saint Mary's College from the University of Notre Dame
1913	Two Sisters of the Holy Cross, Saint Mary's College teachers, took their
1,10	Master's degrees from the University of Notre Dame and became the first women
	graduates from the University
1922	Accreditation by North Central Association
1925	Accreditation by Indiana State Board of Education for four-year collegiate
1,20	courses
1933	Day students accepted
1943	Graduate School of Sacred Theology founded by Sister Madeleva offering a
	Ph.D. to women (first of its kind in the United States)
1946	Saint Mary's became the first women's college in the United States to offer
	Theology to undergraduates as a regular college major
1952	Board of Lay Trustees established; By-laws adopted
1959	Full accreditation for preparation of elementary and secondary teachers by
	national Council for Accreditation of Teacher Education (NCATE)
1965	Official beginning of co-exchange program with Notre Dame
1972	Nursing program accredited by Indiana State Board of Nurses Registration and
	Nursing Education
1994	Established new governing structure and redefined its relationship with its
	sponsoring Congregation, the Sisters of the Holy Cross
1997	Appointed first lay woman president, Dr. Marilou Eldred
2000	College receives \$12 million grant from the Lilly Endowment to support the
	Center for Women's Intercultural Leadership
2004	Dr. Carol Ann Mooney appointed as first lay alumna president of the College
2007	President Mooney led a delegation from Saint Mary's to LeMans, France
	for the beatification ceremonies honoring Father Moreau.
	<u> </u>

Mission Statement

Saint Mary's College is a Catholic, residential, women's college in the liberal arts tradition. A pioneer in the education of women, the College is an academic community where women develop their talents and prepare to make a difference in the world. Founded by the Sisters of the Holy Cross in 1844, Saint Mary's promotes a life of intellectual vigor, aesthetic appreciation, religious sensibility, and social responsibility. All members of the College remain faithful to this mission and continually assess their response to the complex needs and challenges of the contemporary world.

Statement of Philosophy and Purpose

As a center of higher education, Saint Mary's fosters an academic climate of scholarship and learning for faculty and students alike. Through excellence in teaching and the example of its own active scholarship, the faculty challenges students to expand their horizons and supports them in their intellectual pursuits. A broad-based course of study invites students to think critically and creatively about the natural world and human culture. Acknowledging the need to prepare women for an array of careers, the College insists on a liberal arts foundation for all its students. Through their years at Saint Mary's students acquire depth and breadth of knowledge, competence in quantitative skills and modern languages, the ability to think clearly about complex problems, and the capacity to communicate with precision and style.

As a Catholic college, Saint Mary's cultivates a community of intellectual inquiry, liturgical prayer, and social action. The College creates an open forum in which students freely and critically study the rich heritage of the Catholic tradition, raising the questions necessary to develop a mature religious life. The celebration of liturgy encourages students to explore the fullness of life and its mysteries. The College nurtures awareness and compassion for a troubled world and challenges students to promote human dignity throughout their lives. In preparing women for roles of leadership and action, Saint Mary's pays particular attention to the rights and responsibilities of women in the worlds of work, church, community, and family.

Dedicated to the personal and social growth of its students, Saint Mary's cultivates a community of students, faculty, and staff, which responds to the needs of women. In order to offer the richest educational experience possible, the College strives to bring together women of different nations, cultures, and races. It provides a residential environment where women grow in their appreciation of the strengths and needs of others. Through a host of co-curricular programs on campus and in the local community, Saint Mary's initiates students in the habits of civic responsibility. Engaging in all aspects of the college experience, students acquire the hallmarks of a liberally educated woman: keen self-knowledge, lively imagination, lifelong intellectual and cultural interests, and the ability to make socially responsible choices about the future.

Source: Saint Mary's College Bulletin 2010-2011

Academic Calendar

Fall Semester 2010

Aug. 19-21	Orientation for all new students
Aug. 22- 29	Enrollment for all students
Aug. 23	Classes begin at 8:00 a.m.
Sept. 1	Last day to add classes
Sept. 24	Last day to drop classes
Oct. 16-24	Mid-semester break
Nov. 24-28	Thanksgiving holiday
Dec. 9	Last class day
Dec. 13-17	Final examinations

Spring Semester 2011

Jan. 16-23	Orientation and enrollment for all students
Jan. 17	Classes begin at 8:00 a.m.
Jan. 26	Last day to add classes
Feb. 18	Last day to drop classes
Mar. 1	Deadline for 2011-2012 Financial Aid application
Mar. 12-20	Mid-semester break
Apr. 22-25	Easter holiday
May 5	Last class day
May 9-13	Final examinations
May 21	Commencement weekend

Fall Semester 2011

A 10 21	O.:
Aug. 19-21	Orientation for all new students
Aug. 21-28	Enrollment for all students
Aug. 22	Classes begin at 8:00 a.m.
Aug. 31	Last day to add classes
Sept. 23	Last day to drop classes
Oct. 15-23	Mid-semester break
Nov. 23-27	Thanksgiving holiday
Dec. 8	Last class day
Dec. 12-16	Final examinations

Spring Semester 2012

Jan. 15-22	Orientation and enrollment for all students
Jan. 16	Classes begin at 8:00 a.m.
Jan. 25	Last day to add classes
Feb. 17	Last day to drop classes
Mar. 1	Deadline for 2011-2012 Financial Aid application
Mar. 10-18	Mid-semester break
Apr. 6-9	Easter holiday
May 3	Last class day
May 7-11	Final examinations
May 19	Commencement weekend

 $Source: \underline{http://www3.saintmarys.edu/academic-calendar}$

Program Inventory

Bachelor of Arts (B.A.)

Art French Psychology
Biology History Religious Studies
Chemistry Humanistic Studies Social Work
Communication Studies Italian Sociology
Communicative Disorders Mathematics Spanish

Economics Music Statistics & Actuarial Math Elementary Education Philosophy Student Designed Major

English Literature Political Science Theatre

English Writing

English Literature & Writing

Bachelor of Science (B.S.)

Biology Mathematics Statistics & Actuarial Math Chemistry Nursing Student-Designed Major

Computational Math

Bachelor of Business Administration (B.B.A.)

Accounting

Business Administration

Management Information Systems

Bachelor of Music (B.M.)

Music Education

Bachelor of Fine Arts (B.F.A.)

Art

Inventory Summary:

- 5 undergraduate degrees offered
- 32 academic majors
- 36 academic programs (degree-major combinations)

Source: Saint Mary's College Bulletin 2010-2011

Physical Facilities 2010 - 2011

Building	Completed	Square Feet
Angela Athletic Facility	1978	44,197
Club House	2000	6,190
Cushwa-Leighton Library	1982	86,606
Facilities Building	1942	18,468
Haggar College Center	1941	24,625
Havican Hall	1947	23,017
Holy Cross Hall	1904	132,733
LeMans Hall	1924	213,464
Madeleva Hall	1964	70,000
McCandless Hall	1964	69,215
Moreau Hall	1930	124,713
Opus Hall	2005	39,625
Regina Hall	1964	173,700
Riedinger Guest House	1939	3,844
Science Hall	1976	97,149
Spes Unica Hall	2008	68,464
Security Building	1911	575
Student Center / Noble Family Dining Hall	2005	82,100
Welcome Center	2000	2,148

TOTAL ASSIGNABLE SQUARE FOOTAGE: 1,280,833

Source: Facilities Department, Existing Building Condition and Facilities Audit, July 2009 (with 2010 update), by Fanning-Howey.

Note: Square footage differs from previous fact book reports due to the facilities audit in July 2009 (with 2010 update) by Fanning-Howey. This represents a more accurate account of the assignable square footage than was available previously.

Library Resources

		% Chg		% Chg		% Chg		% Chg
<u>Collection</u>	AY07	fr '06	AY08*	fr '07	AY09**	fr '08	AY10	fr '09
Number of Volumes	214,120	-7.6%	268,569	25.4%	271,161	1.0%	273,482	0.9%
Serial Subscriptions	568	-16.3%	938	65.1%	20,780	2115.4%	16,055	-22.7%
Microforms	17,323	14.0%	17,605	1.6%	18,104	2.8%	18,282	1.0%
Audio Visual:							·	
Motion Picture,								
Recordings,								
Filmstrips, Slides,								
Videotapes = Total	1,508	-44.3%	1,524	1.1%	1,924	26.2%	2,028	5.4%
1	,		ŕ		,		ĺ	
Staff (FTE)								
Chief & other Librarians	6.5	-1.5%	7	7.7%	7	0.0%	7	0.0%
Clerks & Technicians	5	0.0%	5.5	10.0%	5.5	0.0%	5.5	0.0%
Total	11.5	-0.9%	12.5	8.7%	12.5	0.0%	12.5	0.0%
0 " F "								
Operating Expenditures	¢<02.219	12.20/	¢510.262	15 40/	¢(10,5(7	20.00/	¢ (12 052	5 00/
Salaries and Wages	\$603,318	12.2%	\$510,263	-15.4%	\$612,567	20.0%	\$643,053	5.0%
Benefits	\$136,068	-7.7%	\$143,028	5.1%	\$164,256	14.8%	\$179,726	9.4%
Collection:								
Books	53,533	5.0%	63,768	19.1%	48,767	-23.5%	47,829	-1.9%
Serials/Periodicals	144,534	4.4%	156,105	8.0%	164,710	5.5%	165,485	0.5%
Electronic Resources	47,660	48.7%	50,622	6.2%	69,414	37.1%	61,452	-11.5%
Audio/Visual	534	-79.3%	2,008	276.0%	1,762	-12.3%	1,921	9.0%
Preservation	5,649	9.4%	5,512	-2.4%	5,191	-5.8%	2,898	-44.2%
Other: Microforms,	ŕ		ŕ		ŕ		,	
computer related,								
interlibrary loans	3,694		3,545	-4.0%	4,030	13.7%	4,362	8.2%
Total	\$255,604	11.5%	\$278,015	8.8%	\$293,874	5.7%	\$283,947	-3.4%
Other:								
Equipment,								
furnishings,								
computer service,								
travel, postage, etc.								
Total	\$53,177	27.2%	\$52,443	-1.4%	\$58,575	11.7%	\$49,110	-16.2%
C 1T 1	¢1 040 1 <i>6</i> 7	0.60/	¢002.740	C 10/	¢1 120 272	1.4.00/	¢1 155 026	2 40/
Grand Total	\$1,048,167	9.6%	\$983,749	-6.1%	\$1,129,272	14.8%	\$1,155,836	2.4%
Circulation								
General	10,365	-43.1%	11,874	14.6%	9,286	-21.8%	13,082	40.9%
Reserve	1,509	-20.6%	1,288	-14.6%	1,151	-10.6%	857	-25.5%
Interlibrary Loans								
Provided to others	1,237	-9.8%	1,117	-9.7%	1,378	23.4%	1,253	-9.1%
Received from others	1,354	52.1%	1,472	8.7%	1,946	32.2%	2,070	6.4%

Source: Indiana private college libraries data exchange

^{*} AY 08 includes electronic journal subscriptions

^{**}AY 09 serial subscriptions now include print & full text electronic journals

Student Academic Computing Resources

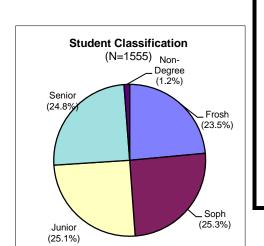
	Location	Workstations	<u>Printers</u>	
Academic Clusters:	Library Basement	9 Apple Intel Core 2 Duo iMacs 26 Dell Intel Core 2 vPro	1 HP Laserjet M4345 1 HP Xerox WC 5050	
	Library Reference Area	2 Apple Intel Core Duo iMacs7 Dell Intel Core Duo1 MPC Pentium 4	1 HP Laserjet M4345MFP	
	Library Classroom	20 Dell Intel Core 2 vPro 1 Dell Intel Core 2 vPro <i>in lectren</i>	1 HP Laserjet M4345MFP	
	Library Resource Cen.	11 Apple Intel Core 2 Duo Mac Pros1 Apple G52 Dell Intel Core 21 Dell Pentium D	1 HP Laserjet 4250	
	Madeleva 353	25 Dell Pentium 4 Duo 1 Dell Pentium 4 <i>in lectern</i>	1 HP Laserjet 4250	
	Madeleva 354	2 Apple Intel iMacs6 Dell Pentium 4 Duo	HP Lasterjet P4014	
	Moreau 323	7 Apple Intel iMacs		
	Moreau 324	12 Apple Intel iMacs 1 Apple Intel iMac <i>in lectern</i>	1 HP Laserjet 4200TN	
	Regina 145	30 Apple Intel Core 2 Duo iMacs 1 Apple Intel Core Duo <i>in lectern</i>	1 HP Laserjet 4250	
	Regina 150	23 Apple iMacs (Intel, G4, and G5)	1 HP Laserjet 4000TN	
	Science 134	4 Apple Intel Core 2 Duo iMacs4 Dell Intel Core 2 Duo	1 HP Laserjet 4250	
	Spes Unica 334	28 Dell Intel Core 2 Duo vPro 1 Dell Intel Core 2 Duo <i>in lectern</i>	1 HP Laserjet 4250	
	Spes Unica 336	1 Apple Intel Core 2 Duo iMac 1 Dell Intel Core 2 Duo vPro	1 HP Laserjet P4014	
	Cyber Café	10 Apple Intel Core 2 Duo iMac 1 Dual-boot MAC OS X 10.5	1 HP Laserjet P2055x	
Residential Clusters:	LeMans ResNet Cluster (20 Le Mans Hall)	6 Intel Core 2 Duo 8 Dell Intel Core 2 Duo		
	Holy Cross/Annunciata	1 Apple Intel Core Duo 2 iMac 1 Dell Intel Core 2 Duo		
	McCandless Hall	 Apple Intel Core 2 Duo iMac Dell Intel Core 2 Duo 		
	Regina Hall	1 Apple Intel Core 2 Duo iMac 3 Dell Intel Core 2 Duo		

Total Number of Workstations: 261

Note: In addition to the above-described shared resources, all students have access to the campus network and the World Wide Web through Ethernet connections in their residence hall rooms. The College has also begun to offer wireless networking access (the BelleAire network) in selected locations on campus.

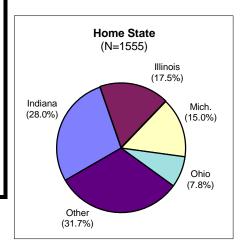
Source: https://www.saintmarys.edu/~clusters/computers.html

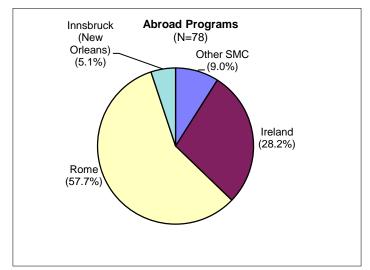
Student Summary

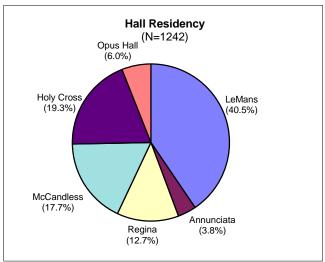


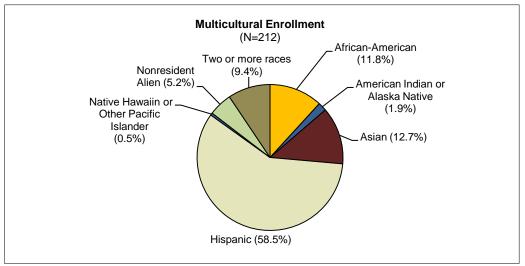
Fall 2010 Enrollment

- 99.1% full-time
- 98.8% degree-seeking
- 93.7% age 21 or younger
- 84.1% reside on-campus
- 5.0% in study abroad
- 13.6% multicultural









Saint Mary's College 10 YEAR ACADEMIC PROFILE OF INCOMING FIRST-YEAR STUDENTS

Year of Admission:	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
SMC Graduating Class of:	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
RANK IN HIGH SCHOOL	L CLASS									
Top 10%	28.7%	34.3%	33.3%	27.2%	31.8%	32.3%	32.4%	35.2%	37.7%	28.2%
Top 20%	54.1%	58.8%	58.4%	55.6%	56.9%	57.6%	53.5%	60.5%	57.9%	56.4%
Top 25%	63.1%	69.0%	68.0%	67.8%	66.1%	67.0%	65.1%	69.4%	65.9%	66.0%
Lowest Half	5.1%	5.2%	4.3%	4.6%	6.2%	7.3%	5.8%	4.3%	7.1%	9.8%
Number Unranked	82	70	99	98	104	139	204	174	183	145
Number in Class	436	376	402	350	377	426	479	455	435	333
HIGH SCHOOL GPA - A	Average in	Academic	Subjects							
Mean	3.60	3.66	3.65	3.67	3.65	3.70	3.72	3.73	3.71	3.67
SAT SCORES - Verbal (I	Percent wi	thin Inter	val and M	ean/Medi	an)					
Score Intervals:										
700-800	3.6%	5.3%	4.3%	4.5%	5.7%	3.4%	5.4%	4.3%	4.1%	2.2%
600-699	29.9%	32.8%	28.2%	31.8%	32.3%	35.1%	28.4%	32.4%	29.6%	23.8%
500-599	47.9%	49.5%	45.6%	48.5%	47.3%	43.6%	50.2%	49.1%	47.9%	45.9%
450-499	14.4%	8.4%	15.4%	10.2%	10.4%	14.1%	12.0%	11.0%	12.4%	18.4%
Below 450	4.2%	3.9%	6.6%	4.9%	4.3%	3.8%	4.1%	3.2%	6.0%	9.7%
SMC Median	562	580	560	570	570	570	570	570	560	550
SMC Mean	560	578	560	571	575	570	569	569	564	546
National College-bound										
Mean-Females**	502	502	503	504	505	502	502	500	498	498
SAT SCORES - Mathema	atics (Perc	ent within	Interval	and Mean	/Median)					
Score Intervals:										
700-800	3.9%	2.8%	2.6%	2.7%	1.8%	2.7%	3.8%	2.8%	3.0%	2.2%
600-699	30.2%	30.4%	27.5%	27.3%	31.5%	29.9%	30.0%	33.5%	27.0%	23.8%
500-599	45.5%	50.5%	50.2%	52.3%	51.6%	48.5%	47.9%	49.1%	50.2%	49.7%
450-499	13.2%	13.4%	12.8%	14.0%	9.0%	14.1%	13.6%	10.0%	15.0%	14.6%
Below 450	7.2%	2.8%	6.9%	3.8%	6.1%	4.8%	4.7%	4.6%	4.9%	9.7%
SMC Median	557	560	557	560	570	560	560	570	560	540
SMC Mean	550	563	560	559	564	561	563	569	559	547
National College-bound										
Mean-Females**	498	500	503	501	504	502	499	500	499	500
ACT SCORES - Mean										
English	25.3	25.7	25.1	25.6	25.9	25.8	25.6	26.4	26.3	26.3
Mathematics	24.1	24.5	24.0	24.0	24.2	24.1	23.7	24.6	24.5	24.3
Composite	24.6	24.9	24.4	24.7	24.9	24.8	24.4	25.2	25.1	25.0
National Composite										
Mean-Females**	20.9	20.7	20.8	20.9	20.9	21.0	21.2	21.0	21.1	20.9

Sources: ACT National Score Reports; College Board Online; Institutional Research extract files

Saint Mary's College Record of Applications and Admissions

Variety of Admission Total Incomp. Compl. Number Admission Number Admission									Peı	cent	
1975 1979 951 85 866 137 729 486 14.4% 15.8% 76.7% 66.7% 1976 1980 934 129 805 130 675 502 13.9% 16.1% 72.3% 74.4% 1977 1981 977 101 876 206 670 444 21.1% 23.5% 68.6% 66.3% 1978 1982 1125 83 1042 330 712 # 499 29.3% 31.7% 66.3% 68.6% 66.3% 1978 1983 1168 119 1049 338 711 # 475 28.9% 32.2% 60.9% 66.8% 68.8% 1980 1984 1107 101 1006 275 731 # 507 24.8% 27.3% 66.0% 69.4% 1981 1985 1093 72 1021 252 769 # 487 23.1% 24.7% 70.4% 63.3% 1982 1986 1040 41 999 210 789 470 20.2% 21.0% 75.9% 59.6% 1984 1988 1993 25 1068 212 856 467 19.4% 19.9% 73.3% 54.6% 1986 1990 1023 32 991 163 828 451 15.9% 16.4% 80.9% 54.5% 1986 1990 1023 32 991 163 828 451 15.9% 16.4% 80.9% 54.5% 1986 1999 1175 39 1136 252 884 499 21.4% 22.2% 75.2% 56.4% 1989 1993 1050 23 1027 183 844 507 17.4% 17.8% 80.4% 56.2% 1990 1994 1030 26 1004 202 802 412 19.6% 20.3% 77.5% 55.2% 1990 1994 1030 26 863 113 745 383 12.8% 13.2% 84.4% 51.4% 1992 1997 888 35 853 119 734 393 12.7% 13.1% 84.4% 51.4% 1994 1998 907 30 877 115 762 393 12.7% 13.1% 84.0% 51.6% 1995 1004 80 80 80 80 80 80 80								Re	jected	Admitted	Regstrd
1976 (1980) 934 129 805 130 675 502 13.9% 16.1% 72.3% 74.4% 1977 (1981) 977 101 876 206 670 444 21.1% 23.5% 68.6% 66.3% 1978 (1982) 1125 83 1042 330 712 # 499 29.3% 31.7% 63.3% 70.1% 1979 (1983) 1168 119 1049 338 711 # 475 28.9% 32.2% 60.9% 69.8% 1980 (1984) 1107 101 1006 275 731 # 507 24.8% 27.3% 66.0% 69.4% 1981 (1985) 1093 72 1021 252 769 # 487 23.1% 24.7% 70.4% 63.3% 1982 (1986) 1040 41 999 210 789 470 20.2% 21.0% 75.9% 59.6% 1983 (1987) 930 24 906 120 786 474 12.9% 13.2% 84.5% 60.3% 1984 (1988) 1093 25 1068 212 856 467 19.4% 19.9% 78.3% 56.6% 1986 (1990) 1023 32 991 163 828 451 15.9% 16.4% 80.9% 54.5% 1986 (1990) 1023 32 991 163 828 451 15.9% 16.4% 80.9% 54.5% 1988 (1992) 1175 39 1136 252 884 499 21.4% 22.2% 75.2% 66.4% 1998 (1992) 1175 39 1136 252 884 499 21.4% 22.2% 75.2% 66.4% 1999 (1993) 1084 30 1054 214 840 464 19.7% 20.3% 77.5% 55.4% 1991 (1930) 26 1004 202 802 412 19.8% 20.3% 77.5% 55.4% 1991 (1930) 883 25 868 113 745 383 12.7% 13.1% 84.4% 52.4% 1991 (1995) 883 25 868 113 745 383 12.7% 13.1% 84.4% 52.4% 1994 (1999) 889 26 863 113 750 393 12.7% 13.1% 84.4% 52.4% 1995 (1999) 889 26 863 113 750 393 12.7% 13.1% 84.4% 52.4% 1995 (1999) 889 26 863 113 750 393 12.7% 13.1% 84.4% 52.4% 1995 (1999) 889 26 863 113 750 393 12.7% 13.1% 84.4% 52.4% 1995 (1999) 889 26 863 113 750 393 12.7% 13.1% 84.4% 52.4% 1995 (1990) 889 26 863 113 750 393 12.7% 13.1% 84.4% 52.4% 1996 (1900) 792 33 759 109 650 345 13.8% 14.4% 82.7% 53.5% 1996 (2000) 792 33 759 109 650 345 13.8% 14.4% 82.7% 53.5% 1996 (2000) 792 33 759 109 650 345 13.8% 14.4% 82.8% 83.6% 45.7% 1996 (2000) 792 33 759 109 650 345 13.8% 14.4% 82.8% 83.8% 45.7% 1996 (2000) 792 53 73 759 109 650 345 13.8% 14.4% 82.6% 55.1% 2000 (2004) 1068 60 1008 822 376 10.6% 10.6% 82.4% 45.7% 2000 (2004) 1068 60 1008 822 376 10.6% 11.6% 82.4% 45.7% 2000 (2004) 1068 60 1008 822 376 10.6% 11.6% 83.1% 45.5% 2000 (2000) 1041 88 926 98 828 402 9.7% 10.6% 82.4% 45.7% 2000 (2000) 1041 88 926 98 828 402 9.7% 10.6% 82.4% 45.7% 2000 (2000) 1041 88 926 98 828 402 9.7% 10.6% 83.3% 46.0% 2000 (1974 (1978)	1000	25	975	63	912	535	6.3%	6.5%	91.2%	58.7%
1977 (1981) 977 101 876 206 670 444 21.1% 23.5% 68.6% 66.3% 1978 (1982) 1125 83 1042 330 712 # 499 29.3% 31.7% 63.3% 70.1% 1979 (1983) 1168 119 1049 338 711 # 475 28.9% 32.2% 60.9% 66.8% 1980 (1984) 1107 101 1006 275 731 # 507 24.8% 27.3% 66.0% 66.8% 1981 (1985) 1093 72 1021 252 769 # 487 22.1% 27.3% 66.0% 63.3% 1982 (1986) 1040 41 999 210 789 470 20.2% 21.0% 75.9% 59.6% 1983 (1987) 930 24 906 120 786 474 12.9% 13.2% 84.5% 60.3% 1985 (1989) 1083 15 1068 176 892 503	1975 (1979)	951	85	866	137	729	486	14.4%	15.8%	76.7%	66.7%
1978 (1982) 1125 83 1042 330 712 # 499 29.3% 31.7% 63.3% 70.1% 1979 (1983) 1168 119 1049 338 711 # 475 28.9% 32.2% 60.9% 66.8% 1980 (1984) 1107 101 1006 275 731 # 507 24.8% 27.3% 66.0% 69.4% 1981 (1985) 1093 72 1021 252 769 # 487 23.1% 24.7% 70.4% 63.3% 1982 (1986) 1040 41 999 210 786 474 12.9% 13.2% 84.5% 60.3% 1983 (1987) 930 24 906 120 786 474 12.9% 13.2% 84.5% 60.3% 1985 (1989) 1083 15 1068 176 892 503 16.3% 16.5% 82.4% 56.4% 1987 (1991) 1050 23 1027 183 844 507	1976 (1980)	934	129	805	130	675	502	13.9%	16.1%	72.3%	74.4%
1979 (1983) 1168 119 1048 338 711 # 475 28.9% 32.2% 60.9% 66.8% 1980 (1984) 1107 101 1006 275 731 # 507 24.8% 27.3% 66.0% 69.4% 69.4% 1981 (1985) 1093 72 1021 252 769 # 487 23.1% 24.7% 70.4% 63.3% 1982 (1986) 1040 41 999 210 789 470 20.2% 21.0% 75.9% 59.6% 1983 (1987) 930 24 906 120 786 474 12.9% 13.2% 84.5% 60.3% 1984 (1988) 1093 25 1068 212 856 467 19.4% 19.9% 78.3% 54.6% 1985 (1989) 1063 15 1068 176 892 503 16.3% 16.5% 82.4% 56.4% 1986 (1990) 1023 32 991 163 828 451 15.9% 16.4% 80.9% 54.5% 1987 (1991) 1050 23 1027 183 844 507 17.4% 17.8% 80.4% 60.1% 1988 (1992) 1175 39 1136 252 884 499 21.4% 22.2% 75.2% 56.4% 1990 (1994) 1030 26 1004 202 802 412 19.6% 20.3% 77.5% 55.2% 1991 (1996) 889 26 863 113 745 383 12.8% 13.2% 84.4% 51.4% 1992 (1996) 889 26 863 113 745 383 12.7% 13.1% 84.4% 52.4% 1994 (1998) 907 30 877 115 762 393 12.7% 13.1% 84.0% 51.6% 1995 (2000) 792 33 759 109 650 345 13.8% 14.4% 82.1% 53.1% 1996 (2000) 792 33 759 109 650 345 13.8% 14.4% 82.1% 53.1% 1996 (2000) 792 33 759 109 650 345 13.8% 14.4% 82.1% 53.1% 1996 (2000) 792 33 759 109 650 345 13.8% 14.4% 82.1% 53.1% 1996 (2000) 792 33 759 109 650 345 13.8% 14.4% 82.1% 53.1% 1996 (2000) 792 33 759 109 650 345 13.8% 14.4% 82.1% 53.1% 1996 (2000) 792 33 759 109 650 345 13.8% 14.4% 82.1% 53.1% 1996 (2000) 792 33 759 109 650 345 13.8% 14.4% 82.1% 53.1% 1996 (2000) 792 33 759 109 650 345 13.8% 14.4% 82.1% 53.5% 53.5% 53.5% 53.6% 43.6% 45.7% 43.6% 43.6% 43.6% 43.6% 43.6% 43.6% 43.6% 43.6% 43.6% 43.6% 43.6% 43.6% 43.6% 43.	1977 (1981)	977	101	876	206	670	444	21.1%	23.5%	68.6%	66.3%
1980 (1984) 1107 101 1006 275 731 # 507 24.8% 27.3% 66.0% 69.4% 1981 (1985) 1093 72 1021 252 769 # 487 23.1% 24.7% 70.4% 63.3% 1982 (1986) 1040 41 999 210 789 470 20.2% 21.0% 75.9% 59.6% 1983 (1987) 930 24 906 120 786 474 12.9% 13.2% 84.5% 60.3% 1985 (1989) 1083 15 1068 212 856 467 19.4% 19.9% 78.3% 54.6% 1985 (1989) 1083 15 1068 176 892 503 16.3% 16.5% 82.4% 56.4% 1986 (1990) 1023 32 991 163 828 451 15.9% 16.4% 80.9% 54.5% 1987 (1991) 1050 23 1027 183 844 507 <	1978 (1982)	1125	83	1042	330	712 #	499	29.3%	31.7%	63.3%	70.1%
1981 (1985) 1093 72 1021 252 769 # 487 23.1% 24.7% 70.4% 63.3% 1982 (1986) 1040 41 999 210 789 470 20.2% 21.0% 75.9% 59.6% 1983 (1987) 930 24 906 120 786 474 12.9% 13.2% 84.5% 60.3% 1984 (1988) 1093 25 1068 212 856 467 19.4% 19.9% 78.3% 54.6% 1986 (1990) 1023 32 991 163 828 451 15.9% 16.4% 80.9% 54.5% 1987 (1991) 1050 23 1027 183 844 507 17.4% 17.8% 80.4% 60.1% 1988 (1992) 1175 39 1136 252 884 499 21.4% 22.2% 75.2% 56.4% 1989 (1993) 1084 30 1054 214 840 464	1979 (1983)	1168	119	1049	338	711 #	475	28.9%	32.2%	60.9%	66.8%
1982 (1986) 1040 41 999 210 789 470 20.2% 21.0% 75.9% 59.6% 1983 (1987) 930 24 906 120 786 474 12.9% 13.2% 84.5% 60.3% 1984 (1988) 1093 25 1068 212 856 467 19.4% 19.9% 78.3% 54.6% 1985 (1989) 1083 15 1068 176 892 503 16.3% 16.5% 82.4% 56.4% 1986 (1990) 1023 32 991 163 828 451 15.9% 16.4% 80.9% 54.5% 1987 (1991) 1050 23 1027 183 844 507 17.4% 17.8% 80.4% 60.1% 1988 (1992) 1175 39 1136 252 884 499 21.4% 22.2% 75.2% 56.4% 1980 (1994) 1030 26 1004 202 802 412 19	1980 (1984)	1107	101	1006	275	731 #	507	24.8%	27.3%	66.0%	69.4%
1983 (1987) 930 24 906 120 786 474 12.9% 13.2% 84.5% 60.3% 1984 (1988) 1093 25 1068 212 856 467 19.4% 19.9% 78.3% 54.6% 1985 (1989) 1083 15 1068 176 892 503 16.3% 16.5% 82.4% 56.4% 1986 (1990) 1023 32 991 163 828 451 15.9% 16.4% 80.9% 54.5% 1987 (1991) 1050 23 1027 183 844 507 17.4% 17.8% 80.4% 60.1% 1988 (1993) 1084 30 1054 214 840 464 19.7% 20.3% 77.5% 55.2% 1990 (1994) 1030 26 1004 202 802 412 19.6% 20.1% 77.9% 51.4% 1991 (1996) 883 25 853 113 745 383 12.	1981 (1985)	1093	72	1021	252	769 #	487	23.1%	24.7%	70.4%	63.3%
1984 (1988) 1093 25 1068 212 856 467 19.4% 19.9% 78.3% 54.6% 1985 (1989) 1083 15 1068 176 892 503 16.3% 16.5% 82.4% 56.4% 1986 (1990) 1023 32 991 163 828 451 15.9% 16.4% 80.9% 54.5% 1987 (1991) 1050 23 1027 183 844 507 17.4% 17.8% 80.4% 60.1% 1988 (1993) 1084 30 1054 224 840 464 19.7% 20.3% 77.5% 55.2% 1990 (1994) 1030 26 1004 202 802 412 19.6% 20.1% 77.9% 51.4% 1991 (1995) 883 25 858 113 745 383 12.8% 13.2% 84.4% 52.4% 1992 (1996) 889 26 863 113 750 393 12.	1982 (1986)	1040	41	999	210	789	470	20.2%	21.0%	75.9%	59.6%
1985 (1989) 1083 15 1068 176 892 503 16.3% 16.5% 82.4% 56.4% 1986 (1990) 1023 32 991 163 828 451 15.9% 16.4% 80.9% 54.5% 1987 (1991) 1050 23 1027 183 844 507 17.4% 17.8% 80.4% 60.1% 1988 (1992) 1175 39 1136 252 884 499 21.4% 22.2% 75.2% 56.4% 1989 (1993) 1084 30 1054 214 840 464 19.7% 20.3% 77.5% 55.2% 1990 (1994) 1030 26 1004 202 802 412 19.6% 20.1% 77.9% 51.4% 1991 (1995) 883 25 858 113 745 383 12.7% 13.1% 84.4% 52.4% 1992 (1996) 889 26 863 113 750 393 12.	1983 (1987)	930	24	906	120	786	474	12.9%	13.2%	84.5%	60.3%
1986 (1990) 1023 32 991 163 828 451 15.9% 16.4% 80.9% 54.5% 1987 (1991) 1050 23 1027 183 844 507 17.4% 17.8% 80.4% 60.1% 1988 (1992) 1175 39 1136 252 884 499 21.4% 22.2% 75.2% 56.4% 1989 (1993) 1084 30 1054 214 840 464 19.7% 20.3% 77.5% 55.2% 1990 (1994) 1030 26 1004 202 802 412 19.6% 20.1% 77.9% 51.4% 1991 (1995) 883 25 858 113 745 383 12.8% 13.2% 84.4% 52.4% 1992 (1996) 889 26 863 113 750 393 12.7% 13.1% 84.4% 52.4% 1993 (1997) 888 35 853 119 734 393 12.7%	1984 (1988)	1093	25	1068	212	856	467	19.4%	19.9%	78.3%	54.6%
1987 (1991) 1050 23 1027 183 844 507 17.4% 17.8% 80.4% 60.1% 1988 (1992) 1175 39 1136 252 884 499 21.4% 22.2% 75.2% 56.4% 1989 (1993) 1084 30 1054 214 840 464 19.7% 20.3% 77.5% 55.2% 1990 (1994) 1030 26 1004 202 802 412 19.6% 20.1% 77.9% 51.4% 1991 (1995) 883 25 858 113 745 383 12.8% 13.2% 84.4% 51.4% 1992 (1996) 889 26 863 113 750 393 12.7% 13.1% 84.4% 52.4% 1993 (1997) 888 35 853 119 734 393 13.4% 14.0% 82.7% 53.5% 1994 (1998) 907 30 877 115 762 393 12.7%<	1985 (1989)	1083	15	1068	176	892	503	16.3%	16.5%	82.4%	56.4%
1988 (1992) 1175 39 1136 252 884 499 21.4% 22.2% 75.2% 56.4% 1989 (1993) 1084 30 1054 214 840 464 19.7% 20.3% 77.5% 55.2% 1990 (1994) 1030 26 1004 202 802 412 19.6% 20.1% 77.9% 51.4% 1991 (1995) 883 25 858 113 745 383 12.8% 13.2% 84.4% 51.4% 1992 (1996) 889 26 863 113 750 393 12.7% 13.1% 84.4% 52.4% 1993 (1997) 888 35 853 119 734 393 13.4% 14.0% 82.7% 53.5% 1994 (1998) 907 30 877 115 762 393 12.7% 13.1% 84.0% 51.6% 1995 (1999) 819 28 791 90 701 386 11.0% <td>1986 (1990)</td> <td>1023</td> <td>32</td> <td>991</td> <td>163</td> <td>828</td> <td>451</td> <td>15.9%</td> <td>16.4%</td> <td>80.9%</td> <td>54.5%</td>	1986 (1990)	1023	32	991	163	828	451	15.9%	16.4%	80.9%	54.5%
1989 (1993) 1084 30 1054 214 840 464 19.7% 20.3% 77.5% 55.2% 1990 (1994) 1030 26 1004 202 802 412 19.6% 20.1% 77.9% 51.4% 1991 (1995) 883 25 858 113 745 383 12.8% 13.2% 84.4% 51.4% 1992 (1996) 889 26 863 113 750 393 12.7% 13.1% 84.4% 52.4% 1993 (1997) 888 35 853 119 734 393 13.4% 14.0% 82.7% 53.5% 1994 (1998) 907 30 877 115 762 393 12.7% 13.1% 84.0% 51.6% 1995 (1999) 819 28 791 90 701 386 11.0% 11.4% 85.6% 55.1% 1996 (2000) 792 33 759 109 650 345 13.8%	1987 (1991)	1050	23	1027	183	844	507	17.4%	17.8%	80.4%	60.1%
1990 (1994) 1030 26 1004 202 802 412 19.6% 20.1% 77.9% 51.4% 1991 (1995) 883 25 858 113 745 383 12.8% 13.2% 84.4% 51.4% 1992 (1996) 889 26 863 113 750 393 12.7% 13.1% 84.4% 52.4% 1993 (1997) 888 35 853 119 734 393 13.4% 14.0% 82.7% 53.5% 1994 (1998) 907 30 877 115 762 393 12.7% 13.1% 84.0% 51.6% 1995 (1999) 819 28 791 90 701 386 11.0% 11.4% 85.6% 55.1% 1996 (2000) 792 33 759 109 650 345 13.8% 14.4% 82.1% 53.1% 1997 (2001) 867 30 837 112 725 331 12.9%	1988 (1992)	1175	39	1136	252	884	499	21.4%	22.2%	75.2%	56.4%
1991 (1995) 883 25 858 113 745 383 12.8% 13.2% 84.4% 51.4% 1992 (1996) 889 26 863 113 750 393 12.7% 13.1% 84.4% 52.4% 1993 (1997) 888 35 853 119 734 393 13.4% 14.0% 82.7% 53.5% 1994 (1998) 907 30 877 115 762 393 12.7% 13.1% 84.0% 51.6% 1995 (1999) 819 28 791 90 701 386 11.0% 11.4% 85.6% 55.1% 1996 (2000) 792 33 759 109 650 345 13.8% 14.4% 82.1% 53.1% 1997 (2001) 867 30 837 112 725 331 12.9% 13.4% 83.6% 45.7% 1998 (2002) 920 36 884 96 788 405 10.4%	1989 (1993)	1084	30	1054	214	840	464	19.7%	20.3%	77.5%	55.2%
1992 (1996) 889 26 863 113 750 393 12.7% 13.1% 84.4% 52.4% 1993 (1997) 888 35 853 119 734 393 13.4% 14.0% 82.7% 53.5% 1994 (1998) 907 30 877 115 762 393 12.7% 13.1% 84.0% 51.6% 1995 (1999) 819 28 791 90 701 386 11.0% 11.4% 85.6% 55.1% 1996 (2000) 792 33 759 109 650 345 13.8% 14.4% 82.1% 53.1% 1997 (2001) 867 30 837 112 725 331 12.9% 13.4% 83.6% 45.7% 1998 (2002) 920 36 884 96 788 405 10.4% 10.9% 85.7% 51.4% 1999 (2003) 1041 49 992 121 871 424 11.6%	1990 (1994)	1030	26	1004	202	802	412	19.6%	20.1%	77.9%	51.4%
1993 (1997) 888 35 853 119 734 393 13.4% 14.0% 82.7% 53.5% 1994 (1998) 907 30 877 115 762 393 12.7% 13.1% 84.0% 51.6% 1995 (1999) 819 28 791 90 701 386 11.0% 11.4% 85.6% 55.1% 1996 (2000) 792 33 759 109 650 345 13.8% 14.4% 82.1% 53.1% 1997 (2001) 867 30 837 112 725 331 12.9% 13.4% 83.6% 45.7% 1998 (2002) 920 36 884 96 788 405 10.4% 10.9% 85.7% 51.4% 1999 (2003) 1041 49 992 121 871 424 11.6% 12.2% 83.7% 48.7% 2000 (2004) 1068 60 1008 120 888 438 11.2%	1991 (1995)	883	25	858	113	745	383	12.8%	13.2%	84.4%	51.4%
1994 (1998) 907 30 877 115 762 393 12.7% 13.1% 84.0% 51.6% 1995 (1999) 819 28 791 90 701 386 11.0% 11.4% 85.6% 55.1% 1996 (2000) 792 33 759 109 650 345 13.8% 14.4% 82.1% 53.1% 1997 (2001) 867 30 837 112 725 331 12.9% 13.4% 83.6% 45.7% 1998 (2002) 920 36 884 96 788 405 10.4% 10.9% 85.7% 51.4% 1999 (2003) 1041 49 992 121 871 424 11.6% 12.2% 83.7% 48.7% 2000 (2004) 1068 60 1008 120 888 438 11.2% 11.9% 83.1% 49.3% 2001 (2005) 1011 80 931 101 830 436 10.0%	1992 (1996)	889	26	863	113	750	393	12.7%	13.1%	84.4%	52.4%
1995 (1999) 819 28 791 90 701 386 11.0% 11.4% 85.6% 55.1% 1996 (2000) 792 33 759 109 650 345 13.8% 14.4% 82.1% 53.1% 1997 (2001) 867 30 837 112 725 331 12.9% 13.4% 83.6% 45.7% 1998 (2002) 920 36 884 96 788 405 10.4% 10.9% 85.7% 51.4% 1999 (2003) 1041 49 992 121 871 424 11.6% 12.2% 83.7% 48.7% 2000 (2004) 1068 60 1008 120 888 438 11.2% 11.9% 83.1% 49.3% 2001 (2005) 1011 80 931 101 830 436 10.0% 10.8% 82.1% 52.5% 2002 (2006) 997 67 930 108 822 376 10.8% 11.6% 82.4% 45.7% 2003 (2007) 1014 88 926<	1993 (1997)	888	35	853	119	734	393	13.4%	14.0%	82.7%	53.5%
1996 (2000) 792 33 759 109 650 345 13.8% 14.4% 82.1% 53.1% 1997 (2001) 867 30 837 112 725 331 12.9% 13.4% 83.6% 45.7% 1998 (2002) 920 36 884 96 788 405 10.4% 10.9% 85.7% 51.4% 1999 (2003) 1041 49 992 121 871 424 11.6% 12.2% 83.7% 48.7% 2000 (2004) 1068 60 1008 120 888 438 11.2% 11.9% 83.1% 49.3% 2001 (2005) 1011 80 931 101 830 436 10.0% 10.8% 82.1% 52.5% 2002 (2006) 997 67 930 108 822 376 10.8% 11.6% 82.4% 45.7% 2003 (2007) 1014 88 926 98 828 402 9.7%	1994 (1998)	907	30	877	115	762	393	12.7%	13.1%	84.0%	51.6%
1997 (2001) 867 30 837 112 725 331 12.9% 13.4% 83.6% 45.7% 1998 (2002) 920 36 884 96 788 405 10.4% 10.9% 85.7% 51.4% 1999 (2003) 1041 49 992 121 871 424 11.6% 12.2% 83.7% 48.7% 2000 (2004) 1068 60 1008 120 888 438 11.2% 11.9% 83.1% 49.3% 2001 (2005) 1011 80 931 101 830 436 10.0% 10.8% 82.1% 52.5% 2002 (2006) 997 67 930 108 822 376 10.8% 11.6% 82.4% 45.7% 2003 (2007) 1014 88 926 98 828 402 9.7% 10.6% 81.7% 48.6% 2004 (2008) 1269 122 1147 178 969 350 14.0% <td>1995 (1999)</td> <td>819</td> <td>28</td> <td>791</td> <td>90</td> <td>701</td> <td>386</td> <td>11.0%</td> <td>11.4%</td> <td>85.6%</td> <td>55.1%</td>	1995 (1999)	819	28	791	90	701	386	11.0%	11.4%	85.6%	55.1%
1998 (2002) 920 36 884 96 788 405 10.4% 10.9% 85.7% 51.4% 1999 (2003) 1041 49 992 121 871 424 11.6% 12.2% 83.7% 48.7% 2000 (2004) 1068 60 1008 120 888 438 11.2% 11.9% 83.1% 49.3% 2001 (2005) 1011 80 931 101 830 436 10.0% 10.8% 82.1% 52.5% 2002 (2006) 997 67 930 108 822 376 10.8% 11.6% 82.4% 45.7% 2003 (2007) 1014 88 926 98 828 402 9.7% 10.6% 81.7% 48.6% 2004 (2008) 1269 122 1147 178 969 350 14.0% 15.5% 76.4% 36.1% 2005 (2009) 997 65 932 125 807 377 12.5% 13.4% 80.9% 46.7% 2006 (2010) 1181 148	1996 (2000)	792	33	759	109	650	345	13.8%	14.4%	82.1%	53.1%
1999 (2003) 1041 49 992 121 871 424 11.6% 12.2% 83.7% 48.7% 2000 (2004) 1068 60 1008 120 888 438 11.2% 11.9% 83.1% 49.3% 2001 (2005) 1011 80 931 101 830 436 10.0% 10.8% 82.1% 52.5% 2002 (2006) 997 67 930 108 822 376 10.8% 11.6% 82.4% 45.7% 2003 (2007) 1014 88 926 98 828 402 9.7% 10.6% 81.7% 48.6% 2004 (2008) 1269 122 1147 178 969 350 14.0% 15.5% 76.4% 36.1% 2005 (2009) 997 65 932 125 807 377 12.5% 13.4% 80.9% 46.7% 2006 (2010) 1181 148 1033 89 944 426 7.5% 8.6% 79.9% 45.1% 2007 (2011) 1281 138 <td< td=""><td>1997 (2001)</td><td>867</td><td>30</td><td>837</td><td>112</td><td>725</td><td>331</td><td>12.9%</td><td>13.4%</td><td>83.6%</td><td>45.7%</td></td<>	1997 (2001)	867	30	837	112	725	331	12.9%	13.4%	83.6%	45.7%
2000 (2004) 1068 60 1008 120 888 438 11.2% 11.9% 83.1% 49.3% 2001 (2005) 1011 80 931 101 830 436 10.0% 10.8% 82.1% 52.5% 2002 (2006) 997 67 930 108 822 376 10.8% 11.6% 82.4% 45.7% 2003 (2007) 1014 88 926 98 828 402 9.7% 10.6% 81.7% 48.6% 2004 (2008) 1269 122 1147 178 969 350 14.0% 15.5% 76.4% 36.1% 2005 (2009) 997 65 932 125 807 377 12.5% 13.4% 80.9% 46.7% 2006 (2010) 1181 148 1033 89 944 426 7.5% 8.6% 79.9% 45.1% 2007 (2011) 1281 138 1143 102 1041 479 8.0% 8.9% 81.3% 46.0% 2008 (2012) 1422 157 <t< td=""><td>1998 (2002)</td><td>920</td><td>36</td><td>884</td><td>96</td><td>788</td><td>405</td><td>10.4%</td><td>10.9%</td><td>85.7%</td><td>51.4%</td></t<>	1998 (2002)	920	36	884	96	788	405	10.4%	10.9%	85.7%	51.4%
2001 (2005) 1011 80 931 101 830 436 10.0% 10.8% 82.1% 52.5% 2002 (2006) 997 67 930 108 822 376 10.8% 11.6% 82.4% 45.7% 2003 (2007) 1014 88 926 98 828 402 9.7% 10.6% 81.7% 48.6% 2004 (2008) 1269 122 1147 178 969 350 14.0% 15.5% 76.4% 36.1% 2005 (2009) 997 65 932 125 807 377 12.5% 13.4% 80.9% 46.7% 2006 (2010) 1181 148 1033 89 944 426 7.5% 8.6% 79.9% 45.1% 2007 (2011) 1281 138 1143 102 1041 479 8.0% 8.9% 81.3% 46.0% 2008 (2012) 1422 157 1265 133 1132 455 9.3% 10.5% 79.6% 40.2% 2009 (2013) 1357 110 <	1999 (2003)	1041	49	992	121	871	424	11.6%	12.2%	83.7%	48.7%
2002 (2006) 997 67 930 108 822 376 10.8% 11.6% 82.4% 45.7% 2003 (2007) 1014 88 926 98 828 402 9.7% 10.6% 81.7% 48.6% 2004 (2008) 1269 122 1147 178 969 350 14.0% 15.5% 76.4% 36.1% 2005 (2009) 997 65 932 125 807 377 12.5% 13.4% 80.9% 46.7% 2006 (2010) 1181 148 1033 89 944 426 7.5% 8.6% 79.9% 45.1% 2007 (2011) 1281 138 1143 102 1041 479 8.0% 8.9% 81.3% 46.0% 2008 (2012) 1422 157 1265 133 1132 455 9.3% 10.5% 79.6% 40.2% 2009 (2013) 1357 110 1247 80 1162 435 5.9% 6.4% 85.6% 37.4%	2000 (2004)	1068	60	1008	120	888	438	11.2%	11.9%	83.1%	49.3%
2003 (2007) 1014 88 926 98 828 402 9.7% 10.6% 81.7% 48.6% 2004 (2008) 1269 122 1147 178 969 350 14.0% 15.5% 76.4% 36.1% 2005 (2009) 997 65 932 125 807 377 12.5% 13.4% 80.9% 46.7% 2006 (2010) 1181 148 1033 89 944 426 7.5% 8.6% 79.9% 45.1% 2007 (2011) 1281 138 1143 102 1041 479 8.0% 8.9% 81.3% 46.0% 2008 (2012) 1422 157 1265 133 1132 455 9.3% 10.5% 79.6% 40.2% 2009 (2013) 1357 110 1247 80 1162 435 5.9% 6.4% 85.6% 37.4%	2001 (2005)	1011	80	931	101	830	436	10.0%	10.8%	82.1%	52.5%
2004 (2008) 1269 122 1147 178 969 350 14.0% 15.5% 76.4% 36.1% 2005 (2009) 997 65 932 125 807 377 12.5% 13.4% 80.9% 46.7% 2006 (2010) 1181 148 1033 89 944 426 7.5% 8.6% 79.9% 45.1% 2007 (2011) 1281 138 1143 102 1041 479 8.0% 8.9% 81.3% 46.0% 2008 (2012) 1422 157 1265 133 1132 455 9.3% 10.5% 79.6% 40.2% 2009 (2013) 1357 110 1247 80 1162 435 5.9% 6.4% 85.6% 37.4%	2002 (2006)	997	67	930	108	822	376	10.8%	11.6%	82.4%	45.7%
2005 (2009) 997 65 932 125 807 377 12.5% 13.4% 80.9% 46.7% 2006 (2010) 1181 148 1033 89 944 426 7.5% 8.6% 79.9% 45.1% 2007 (2011) 1281 138 1143 102 1041 479 8.0% 8.9% 81.3% 46.0% 2008 (2012) 1422 157 1265 133 1132 455 9.3% 10.5% 79.6% 40.2% 2009 (2013) 1357 110 1247 80 1162 435 5.9% 6.4% 85.6% 37.4%	2003 (2007)	1014	88	926	98	828	402	9.7%	10.6%	81.7%	48.6%
2006 (2010) 1181 148 1033 89 944 426 7.5% 8.6% 79.9% 45.1% 2007 (2011) 1281 138 1143 102 1041 479 8.0% 8.9% 81.3% 46.0% 2008 (2012) 1422 157 1265 133 1132 455 9.3% 10.5% 79.6% 40.2% 2009 (2013) 1357 110 1247 80 1162 435 5.9% 6.4% 85.6% 37.4%	2004 (2008)	1269	122	1147	178	969	350	14.0%	15.5%	76.4%	36.1%
2007 (2011) 1281 138 1143 102 1041 479 8.0% 8.9% 81.3% 46.0% 2008 (2012) 1422 157 1265 133 1132 455 9.3% 10.5% 79.6% 40.2% 2009 (2013) 1357 110 1247 80 1162 435 5.9% 6.4% 85.6% 37.4%	2005 (2009)	997	65	932	125	807	377	12.5%	13.4%	80.9%	46.7%
2008 (2012) 1422 157 1265 133 1132 455 9.3% 10.5% 79.6% 40.2% 2009 (2013) 1357 110 1247 80 1162 435 5.9% 6.4% 85.6% 37.4%	2006 (2010)	1181	148	1033	89	944	426	7.5%	8.6%	79.9%	45.1%
2009 (2013) 1357 110 1247 80 1162 435 5.9% 6.4% 85.6% 37.4%	2007 (2011)	1281	138	1143	102	1041	479	8.0%	8.9%	81.3%	46.0%
	2008 (2012)	1422	157	1265	133	1132	455	9.3%	10.5%	79.6%	40.2%
2010 (2014) 1387 183 1204 85 1119 333 6.1% 7.1% 80.7% 29.8%	2009 (2013)	1357	110	1247	80	1162	435	5.9%	6.4%	85.6%	37.4%
	2010 (2014)	1387	183	1204	85	1119	333	6.1%	7.1%	80.7%	29.8%

* "Class of" in parentheses #Additional applicants were acceptable and on a waiting list but could not be offered admission due to lack of room.

Survey of Admitted Students Spring 2010 (Fall 2010 Cohort)

The Survey of Admitted Students was administered to students who were admitted to Saint Mary's by May 10, 2010 to the fall 2010 cohort. Overall, of the 1109 admitted students who were surveyed, 413 responded for a response rate of 37.2%. Fifteen percent of respondents were admitted through Early Decision. Data is presented below for the previous three cohorts.

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Compared to other institutions where you were admitted, Saint Ma	ry's rated l	oetter:	
Support for women's education Admissions process Support for spiritual development Reputation Quality of faculty Quality of students	86.9%	85.6%	84.1%
	85.5%	81.5%	83.7%
	83.2%	81.4%	80.5%
	78.2%	77.1%	74.2%
	73.8%	73.8%	71.7%
	75.4%	73.2%	72.2%
Campus Visit	,,,,,,	, , , , ,	, _,_,,
Visited Saint Mary's campus Enrolling Non-Enrolling	85.9%	86.8%	87.5%
	92.3%	90.4%	92.9%
	74.7%	75.3%	79.9%
Perception of SMC improved after visit	86.0%	82.7%	81.9%
Financial Aid			
Applied for Financial Aid Enrolling Non-Enrolling	58.9%	61.8%	57.9%
	66.4%	66.1%	62.9%
	46.4%	59.6%	50.9%
Received aid from SMC* Enrolling Non-Enrolling	76.1%	80.8%	72.8%
	78.1%	87.1%	76.0%
	71.4%	72.0%	67.1%
How important was your aid package to your final enrollment decision? Not a factor Deciding factor	25.8%	16.1%	20.3%
	11.7%	16.5%	12.9%
Satisfied with aid offer Enrolling Non-Enrolling	50.5%	58.3%	54.4%
	51.5%	62.8%	62.0%
	48.8%	49.3%	43.7%
Study Abroad			
The study abroad opportunities were important in making student's college decision. Enrolling Non-Enrolling	54.2%	51.3%	46.8%
	55.8%	51.3%	43.0%
	51.9%	51.0%	52.4%

^{*}Asked of those that applied for aid

Source: Survey of Admitted Students, Spring 2010

CIRP Freshman Survey Summary

Since 1973 Saint Mary's has administered the Cooperative Institutional Research Program (CIRP) Survey to new students. Summarized below are some of the characteristics of the Class of 2013 with comparisons to the national norms and the norms for women at selective 4-year Catholic colleges (the College's stratification group as defined by the Higher Education Research Institute).

	Saint Mary's Responses	National Norms*	Women at Selective 4-Yr. Catholic Colleges
Miles from College to Home:			
More than 100 miles	65.0%	47.1%	46.0%
Saint Mary's (This College) was Student's:			
First choice	61.7%	60.7%	61.0%
Second choice	28.2%	25.9%	27.6%
Reasons Noted as Very Important in Choosing Sain	nt Mary's/This Co	ollege (top 6 a	nswers):
Good Academic Reputation	79.8%	63.6%	75.5%
Graduates get good jobs	70.7%	56.5%	68.3%
Offered Financial Assistance	69.6%	44.7%	65.2%
Size of College	58.5%	39.8%	62.4%
A visit to the campus	57.8%	41.4%	58.3%
Graduates gain admission to top grad scho	ols 49.6%	34.6%	43.9%
Status of Parents:			
Both parents alive and living with each oth	ner 79.1%	70.2%	75.8%
Father's Education:			
Have college degree or higher	66.9%	53.5%	59.3%
Mother's Education:			
Have college degree or higher	65.7%	54.8%	59.8%
Highest Degree Planned Anywhere:			
Degree beyond Bachelor's	81.5%	75.2%	80.7%
Student's Probable Career (top 8 answers):			
Nurse	18.1%	4.7%	8.2%
K-12 Teacher or administrator	13.1%	8.5%	13.5%
Undecided	11.3%	14.4%	16.2%
Physician	9.9%	6.7%	8.3%
Business executive	4.7%	6.4%	6.9%
Therapist (physical, occupational, speech)	4.5%	3.4%	5.4%
Lawyer or judge	3.9%	3.6%	4.9%
Writer or journalist	3.7%	2.7%	3.5%

^{*} National norms are only for women at all baccalaureate institutions.

National Survey of Student Engagement Spring 2010 First-Year Survey Summary (2009 Cohort)

The National Survey of Student Engagement (NSSE) was administered in Spring 2010 to first-years and seniors. Summarized below are some of the select questions with comparisons to national averages and Carnegie peer groups.

	Saint Mary's Responses	Carnegie Peers	National <u>Average</u>
Active and Collaborative Learning (% Often or Very Often			_
Asked questions in class/contributed to class discuss			
	81%	71%	62%
Discussed ideas for your readings/classes with other outside of class	s 71%	65%	60%
Level of Academic Challenge: Coursework Emphasizes			
Worked harder than you thought to meet an			
Instructor's expectations (% Often or Very often)	72%	61%	59%
Number of assigned textbooks or books (% >10)	68%	50%	38%
Time spent preparing for class (% >15 hrs per/wk)	67%	45%	38%
Enriching Educational Experiences: (% Plan to do or don	e)		
Practicum, internship, field experience, etc.	90%	84%	82%
Community service or volunteer work	96%	83%	82%
Study abroad	60%	59%	45%
Supportive Campus Environment:			
Quality of relationships with other students			
(friendly and supportive)	83%	81%	79%
Quality of relationships with faculty members	0370	01/0	1970
(available, helpful, sympathetic)	88%	81%	74%
Quality of relationships with administrative personne		0170	7470
(helpful/considerate)	71%	65%	60%
Standard Foundary Internations (0/ Of an an Variable)			
Student Faculty Interaction: (% Often or Very often) Discussed grades or assignments w/ instructor	59%	57%	53%
Talked about career plans w/ faculty/advisor	53%	33%	31%
raiked about career plans w/ faculty/advisor	3370	33%	3170
Other (non-benchmark components): Saint Mary's has c			-
Acquiring broad general education	92%	86%	82%
Writing clearly and effectively	89%	80%	75%
Thinking critically and analytically	93%	88%	73%
Developing a personal code of ethics/values	69%	65%	60%
Contributing to the welfare of your community	62%	55%	49%
Developing a deepened sense of spirituality	64%	38%	38%
Evaluation of entire educational experience at this institution	n (% indicating	good/excellent)	
	92%	90%	87%
If you could start over again, would you go to the same instit	tution you are n	ow attending?	
(% Probably/Definitely Yes)	85%	83%	84%

Source: 2010 National Survey of Student Engagement.

10 Year New Student State of Origin

	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Primary Market State	es									
Illinois	68	68	77	54	54	87	93	66	73	58
Indiana	134	98	111	92	99	103	123	124	133	94
Michigan	60	60	49	54	62	74	67	69	59	53
Ohio	24	25	42	41	36	27	43	33	34	30
Subtotal	286	251	279	241	251	291	326	292	299	235
% of Total	66%	67%	69%	69%	67%	<i>68%</i>	<i>68%</i>	64%	69%	71%
Secondary Market Sta	ates									
California	11	6	10	7	9	11	18	13	17	10
Florida	13	8	12	12	15	7	15	12	7	6
Minnesota	19	8	8	7	11	8	16	11	7	6
Missouri	6	6	3	3	6	2	2	6	7	3
New Jersey	2	5	8	5	5	10	8	11	8	5
New York	5	5	3	5	1	6	2	4	5	3
Pennsylvania	12	16	13	18	14	17	20	24	11	10
Texas	13	4	5	5	8	8	12	7	11	7
Wisconsin	10	7	5	5	12	4	9	12	10	5
Subtotal	91	65	67	67	81	73	102	100	83	55
% of Total	21%	17%	17%	19%	21%	17%	21%	22%	19%	17%
Tertiary Market State	es									
Connecticut	4	1	2	1	1	2	3	1	4	1
Delaware	3	0	0	0	*	0	0	0	0	0
Georgia	4	11	7	5	5	4	9	8	9	7
Iowa	6	7	2	3	5	3	2	5	1	4
Kansas	*	*	*	*	3	2	0	3	2	1
Kentucky	4	2	3	2	2	1	6	2	2	3
Maryland	5	2	4	3	1	4	0	1	3	2
Massachusetts	3	1	1	1	2	2	1	2	3	3
Tennessee	3	4	4	5	2	4	3	4	2	1
Virginia	4	2	3	0	3	10	6	3	3	3
Subtotal	36	30	26	20	24	32	30	29	29	25
% of Total	8%	8%	6%	6%	6%	8%	6%	6%	7%	8%
Unclassified States	20	28	27	20	20	28	18	29	21	16
International	3	2	3	2	1	2	3	5	3	2
Subtotal	23	30	30	22	21	30	21	34	24	18
% of Total	50 /	0.07	=0/		<i></i>	=0/	407	0.07	<i></i>	5 0/
,	5%	8%	7%	6%	6%	7%	4%	8%	6%	5%

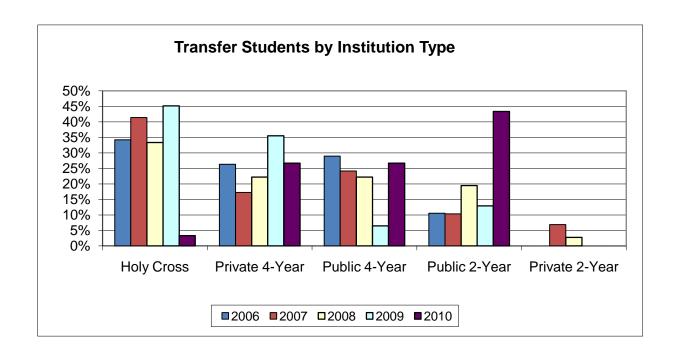
Notes: In 2005, Kansas was reclassified as a tertiary market state and Delaware was relegated to unclassified market states

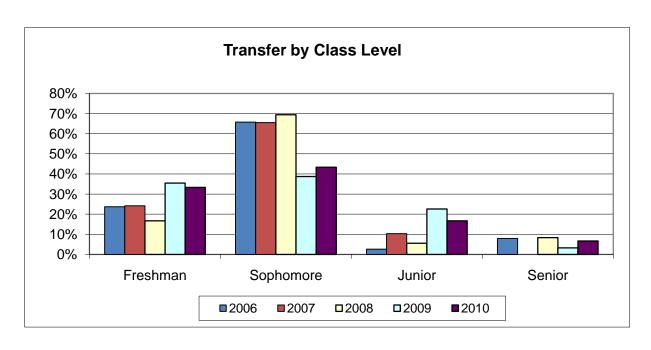
Source: IPEDS Fall Enrollment; Students by Geographical Residence

Transfer Student Institutional Origins Fall Semester 2010

•	Holy Cross College (Private 4-year – primarily Associates)	1
	Private 4-Year Institutions Aurora University Loyola University – Chicago Providence College Spring Arbor University University of Dayton (3) Westminster College	8
	Public 4-Year Institutions Clemson University Indiana University-Purdue University – Indianapolis Purdue University-West Lafayette (2) University of Colorado-Boulder University of Colorado-Denver University of Illinois-Urbana-Champaign University of Puget Sound	8
	Public 2-Year Institutions Collin County Community College Craven Community College Hillsborough Community College Ivy Tech Community College – South Bend Kalamazoo Valley Community College Mira Costa College Moraine Valley Community College Prairie State College Rock Valley Community College Union County Community College Southwest Michigan College (3)	13
•	Private 2-Year Institutions	0
	Total	30

Transfer Students by Institution Type and Class Level





Source: Institutional Research Enrollment Extract

10 Year Enrollment: Fall 2001 through Fall 2010

Fall Semester:	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Full-Time Headcount	1582	1542	1547	1469	1475	1501	1570	1601	1647	1542
Part-Time Headcount	38	29	35	36	31	26	34	27	17	13
GRAND TOTAL-Fall	1620	1571	1582	1505	1506	1527	1604	1628	1664	1555
Pct. change from prior year	3.5%	-3.0%	0.7%	-4.9%	0.1%	1.4%	5.0%	1.5%	2.2%	-6.6%
Full-Time Equivalent	1723	1686	1670	1602	1620	1633	1714	1743	1777	1655
1st Time Freshmen Holy Cross Linkage	436 19	376 12	402 12	350 9	376 13	426 9	479 12	455 10	435 0	333 0
New Transfers	43	44	31	40	30	38	29	36	31	30
Main Campus Headcount:										
On-Campus Off-Campus	1247 <u>276</u>	1255 <u>237</u>	1208 <u>267</u>	1155 <u>263</u>	1171 <u>226</u>	1210 <u>234</u>	1250 <u>269</u>	1251 <u>292</u>	1325 <u>236</u>	1242 <u>234</u>
Main Campus TOTAL	1523	1492	1475	1418	1397	1444	1519	1543	1561	1476
% Resident	81.9%	84.1%	81.9%	81.5%	83.8%	83.8%	82.3%	81.1%	84.9%	84.1%
Study Abroad	97	79	107	87	109	83	85	85	103	78
(see page 23 for international	program det	tail)								
Spring Semester:	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Full-Time Headcount	1513	1488	1482	1421	1423	1477	1527	1560	1585	
Part-Time Headcount	31	27	28	30	29	27	38	28	13	
GRAND TOTAL-Spring	1544	1515	1510	1451	1452	1504	1565	1588	1598	
Percent Decrease									_	
from Fall Semester	-4.7%	-3.6%	-4.6%	-3.6%	-3.6%	-1.5%	-2.4%	-2.5%	-4.0%	
Main Campus Headcount:										
On-Campus Off-Campus	1214 262	1194 241	1171 258	1112 250	1130 224	1172 235	1173 272	1224 276	1256 217	
Main Campus TOTAL	1476	1435	1429	1362	1354	1407	1445	1500	1473	
			0					. 555		
% Resident	82.2%	83.2%	81.9%	81.6%	83.5%	83.3%	81.2%	81.6%	85.3%	

Notes: Full-Time Headcount and Grand Total include students in study abroad.

Off-campus numbers include day students.

FTE is calculated based on credit hours.

Source: Institutional Research Enrollment Extracts

International Program Enrollment Detail: Fall 2001 through Fall 2010

Fall Semester:	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Semester Around the World	(India) Prog	ram:								
SMC Students	13		13		11					
Other	<u>21</u>		<u>26</u>		<u>18</u>					
Total	34		39		29					
Rome Program:										
SMC Students	35	54	35	53	47	42	51	48	59	40
Other	<u>0</u>	<u>3</u>	<u>4</u>	<u>9</u>	<u>22</u>	<u>11</u>	<u>3</u>	<u>4</u>	<u>6</u>	<u>5</u>
Total	35	57	39	62	69	53	54	52	65	45
Ireland Program:										
SMC Students	17	18	16	16	8	18	19	20	27	20
Other	<u>3</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>2</u>
Total	20	18	17	17	9	20	19	20	27	22
Argentina									1	0
Dijon, France		1	4	1		2	2	0	0	0
Freemantle, Australia			2	2	1		2	2	3	1
Innsbruck (New Orleans)									2	4
Korea									1	1
Seville, Spain	2	1	3	2	1	4	6	9	1	1
South Africa						3	1	1	2	4
ND Foreign Study	6	2	3	3	0	1	2	5	1	0
Spring Semester:	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011

Spring Semester:	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Semester Around the Word	(India) Progr	am:								
SMC Students							1		_	
Other							<u>1</u>		_	
Total							2			
Rome Program:										
SMC Students	36	47	34	38	54	54	54	42	63	
Other	<u>1</u>	<u>0</u>	<u>2</u>	<u>2</u>	<u>11</u>	<u>8</u>	<u>5</u>	<u>7</u>	<u>4</u>	
Total	37	47	36	40	65	62	59	49	67	
Ireland Program:										
SMC Students	17	18	15	16	7	21	21	15	32	
Other	<u>3</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>3</u>	<u>1</u>	<u>1</u>	<u>0</u>	
Total	20	18	16	<u>1</u> 17	<u>1</u> 8	24	22	16	32	
Argentina									2	
Dijon, France		3	5	7	2	5	10	4	2	
Freemantle, Australia			2	2	3	5	7	1	4	
Innsbruck (New Orleans)									2	
Korea										
Seville, Spain	3	10	16	16	20	10	17	9	12	
South Africa							2	2	3	
ND Foreign Study	8	2	6	6	1	1	1	7	1	

Note: The Semester Around the World (India) Program is offered in odd-numbered fall semesters only. It was not offered in the fall of 2007 or 2009.

Source: Institutional Research Enrollment Extracts

10 Year Enrollment Diversity - First Year and All Undergraduates 2001 - 2010

	2001	2002	2003	2004	2005	2006	2007	2008	2009*	2010
First Year Students										
Black or African-American	4	4	6	2	1	11	4	6	6	9
American Indian or Alaska Native	1	2	1	4	1	2	3	2	1	0
Asian	9	9	6	10	9	8	5	12	8	10
Latina or Hispanic	29	12	19	16	21	20	32	31	46	27
Native Hawaiian or Pacific Islande	-	-	-	-	-	-	-	-	-	1
Two or More Races*	-	-	-	-	-	-	-	-	4	8
Minority Total	43	27	32	32	32	41	44	51	65	55
Percent	9.9%	7.2%	8.0%	9.1%	8.5%	9.6%	9.2%	11.2%	14.9%	16.5%
Race/Ethnicity Unknown	-	9	11	5	7	7	13	17	21	8
Percent	-	2.4%	2.7%	1.4%	1.9%	1.6%	2.7%	3.7%	4.8%	2.4%
White	390	338	355	311	337	377	421	382	345	268
Percent	89.4%	89.9%	88.3%	88.9%	89.4%	88.5%	87.9%	84.0%	79.3%	80.5%
Total U.S. Residents	433	374	398	348	376	425	478	450	431	331
Non-Resident Internationals	3	2	3	2	1	1	1	5	4	2
Percent	0.7%	0.5%	0.7%	0.6%	0.3%	0.2%	0.2%	1.1%	0.9%	0.6%
GRAND TOTAL	436	376	402	350	377	426	479	455	435	333
All Students										
Black or African-American	18	18	22	17	13	22	22	22	23	25
American Indian or Alaska Native	5	6	5	9	8	4	7	7	4	4
Asian	27	29	29	33	32	32	29	32	26	27
Latina or Hispanic	78	77	79	72	65	75	89	102	120	124
Native Hawaiian or Pacific Islande	-	-	-	-	-	-	-	_	1	1
Two or More Races*	-	-	-	-	-	-	-	-	16	20
Minority Total	128	130	135	131	118	133	147	163	190	201
Percent	7.9%	8.3%	8.5%	8.7%	7.8%	8.7%	9.2%	10.0%	11.4%	12.9%
Race/Ethnicity Unknown	-	36	62	39	55	38	36	43	39	47
Percent	-	2.3%	3.9%	2.6%	3.7%	2.5%	2.2%	2.6%	2.3%	3.0%
White	1483	1392	1370	1324	1322	1347	1414	1415	1424	1296
Percent	91.5%	88.6%	86.6%	88.0%	87.8%	88.2%	88.2%	86.9%	85.6%	83.3%
Total U.S. Residents	1611	1558	1567	1494	1495	1518	1597	1621	1653	1544
Non-Resident Internationals	9	13	15	11	11	9	7	7	11	11
Percent	0.6%	0.8%	0.9%	0.7%	0.7%	0.6%	0.4%	0.4%	0.7%	0.7%
GRAND TOTAL	1620	1571	1582	1505	1506	1527	1604	1628	1664	1555

 $Based \ on \ IPEDS \ report \ of \ Fall \ Enrollment; \ includes \ part-time \ and \ students \ in \ study \ abroad \ programs.$

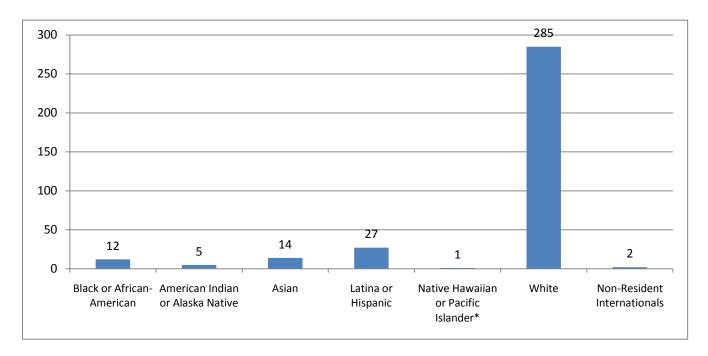
Source: IPEDS Fall Enrollment Report

Data on "Race/Ethnicity Unknown" is unreliable prior to the conversion to Banner in 2002.

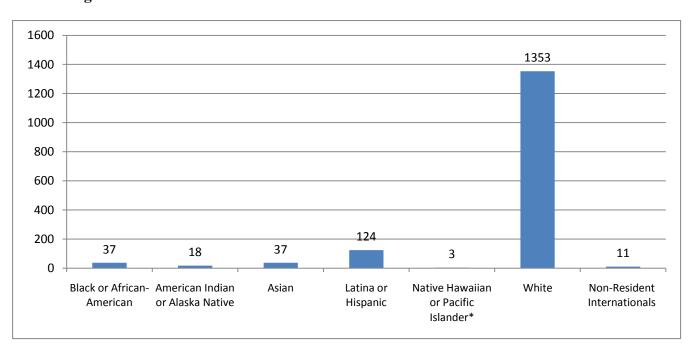
^{*}Fall 2009 marked the conversion to the New IPEDS Race/Ethnicity Categories. Information is reported first as whether a student identifies as Latina, then whether they are multi-racial. Lastly race is reported. New categories added in this year.

First Year and All Undergraduates Diversity All Responses 2010

First Year Students 2010 Cohort



All Undergraduate Students Fall 2010



^{*}Fall 2010 marks the conversion to the New IPEDS Race/Ethnicity Categories. Information is reported first as whether a student identifies as Latina, then whether they are multi-racial. Lastly race is reported. New categories added in this year.

Students were able to select more than one race. This data is reflected here. These tables are aggregate of all data and do not sum to total number of students since a student could chose more than one category to describe their racial/ethnic background.

Source: IPEDS Fall Enrollment Report

10 Year Full Time Fall Enrollment by State

STATE	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Alaska	1	3	3	3	2	0	0	1	1	1
Alabama	4	5	4	3	2	1	1	1	2	4
Arkansas	0	0	0	0	0	1	0	0	0	0
Arizona	13	14	15	9	6	10	9	10	10	13
California	38	32	40	37	35	37	51	43	53	46
Colorado	9	10	8	10	11	10	10	16	15	15
Connecticut	10	7	6	7	8	6	9	8	11	9
D.C.	0	0	0	0	0	0	0	0	1	0
Delaware	3	4	3	3	0	0	0	1	0	0
Florida	34	27	29	32	42	44	44	39	27	26
Georgia	18	27	27	20	22	21	23	24	29	28
Hawaii	1	1	1	2	4	3	3	4	2	3
Iowa	18	16	12	15	16	10	11	12	10	11
Idaho	0	0	0	0	3	4	3	4	3	1
Illinois	260	253	255	228	243	255	285	282	295	271
Indiana	424	416	420	395	416	410	404	429	445	428
Kansas	5	7	5	6	8	8	5	6	6	7
Kentucky	12	10	7	8	5	5	10	9	9	10
Louisiana	6	7	7	8	6	4	0	0	0	0
Massachusetts	12	12	8	8	8	7	9	6	9	10
Maryland	11	10	13	8	7	9	6	8	10	6
Maine	1	1	1	1	1	3	3	5	4	2
Michigan	229	219	203	188	201	224	239	256	255	233
Minnesota	43	37	39	35	42	36	40	37	33	31
Missouri	20	19	17	14	18	14	13	16	20	18
Mississippi	2	4	5	5	5	1	0	0	0	0
Montana	3	3	1	2	4	3	3	2	1	0
Nebraska	3	4	4	3	4	5	3	3	3	2
Nevada	1	1	1	0	1	1	2	1	3	3
New Hampshire	0	0	2	2	2	2	1	0	0	0
New Jersey	6	10	19	23	26	27	29	31	33	28
New Mexico	8	4	6	7	8	7	8	5	3	2
New York	11	13	14	16	18	16	14	10	16	16
North Carolina	10	6	8	7	8	6	6	9	7	6
North Dakota	1	2	2	1	1	0	0	0	1	1
Ohio	126	128	123	120	141	144	140	130	127	121
Oklahoma	4	5	6	5	5	5	6	7	5	3
Oregon	3	2	0	2	2	2	2	1	1	3
Pennsylvania	49	52	54	52	55	60	67	70	64	59
Rhode Island	2	2	1	1	1	1	1	0	0	0
South Carolina	3	2	2	4	2	2	3	2	2	5
South Dakota	2	2	5	5	3	3	2	2	5	5
Tennessee	4	4	9	13	12	12	12	12	11	10
Texas	41	41	35	24	21	23	32	31	38	35
Utah	1	2	4	3	3	2	2	2	3	2
Virginia	18	18	15	9	12	20	17	19	17	15
Vermont	0	0	1	0	0	1	0	0	0	0
Washington	3	1	2	2	4	3	5	6	7	7
Wisconsin	21	22	22	18	27	23	27	31	33	30
West Virginia	1	1	1	0	0	1	0	1	1	1
Wyoming	2	1	1	1	0	1	1	1	1	0
U.S. Virgin Islands	0	0	0	0	0	0	0	0	2	1
Not Recorded or Non-U.S.	85	75	81	104	4	8	9	8	13	14
TOTAL	1582	1542	1547	1469	1475	1501	1570	1601	1647	1542
# of States/Territories + DC	47	46	47	45	45	44	42	43	45	42

Source: Institutional Research Enrollment Extracts

10 Year Full Time Fall Enrollment by Country

COUNTRY	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Afghanistan				1	1	1	1			
Albania		1	1							
Australia					1	1				
Bolivia										1
Bosnia and Hercegovii	1	1	1							
Brazil		1	1							
Bulgaria	3	3	3	3	1	1	1			
Chile	1									
China (People's Rep)						1	2	3	4	3
Egypt									1	
Georgia		1	1	1	1					
Guatemala	1		1	1	2	2	2	1		
India	1	1	1	1	1					
Ireland			1							
Kazakhstan	1	1								
South Korea				1	2				1	1
Latvia			1	1	1	1				
Marshall Islands (US)										
Mexico	3	3								
Myanmar								1	1	1
Panama										
Peru										1
Phillipines	2	1								
Poland	1								1	
Puerto Rico (US)		1								
Rwanda		1	2	1						
Syria								1	1	1
Uganda	1	1	1	1	1	1	1			
Ukraine			1							
Vietnam	1									
Unknown								1	2	3
TOTAL	16	16	15	11	11	8	7	7	11	11
V 1 60	- 11	12	12		0			7 .1.	Odla	0.1
Number of Countries	11	12	12	9	9	7	5	5*	8*	9*

^{*}Total reflects countries plus unknown nations. Source: Institutional Research Enrollment Extract

Cooperative Enrollment

Notre Dame Coexchange and Northern Indiana Consortium for Education (NICE) *Headcount Enrollment at Saint Mary's Campus*

Fall Semester:	2002	2003	2004	2005	2006	2007	2008	2009	2010
ND at SMC	75	68	73	67	75	43	54	46	64
SMC at ND	140	123	140	147	122	173	142	160	161
NICE	16	20	13	11	14	14	14	12	26
Total	231	211	226	225	211	230	210	218	251

Spring Semester:	2002	2003	2004	2005	2006	2007	2008	2009	2010
ND CoEx	110	90	105	93	89	109	83	61	61
SMC at ND	142	194	114	141	153	143	160	147	162
NICE	23	22	22	10	15	23	26	15	23
Total	275	306	241	244	257	275	269	223	246

Notre Dame / Saint Mary's Co-Exchange Program Number of Course Enrollments and Credit Hours Earned

Fall Semester:	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
SMC at ND:											
# of Crs Enrlmts	138	145	166	175	173	209	186	262	260	280	268
# of Credit Hrs	294	290	332	305	349	380	313	479	480	479.5	490.5
ND at SMC:											
# of Course Enrlmts	138	113	126	126	132	146	139	87	108	105	96
# of Credit Hrs	445	356	386	345	329	292	290	194	235	197	242

Spring Semester:	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
SMC at ND:										
# of Crs Enrlmts	155	204	172	177	184	244	223	269	264	291
# of Credit Hrs	375	453	381	317	390	430	431	503	455	552
ND at SMC:										
# of Course EnrImts	163	146	141	160	155	180	180	132	106	88
# of Credit Hrs	419	471	455	488	458	462	443	364	276	228

Note: 2007 data indicates credit hours enrolled, compared to earned in other years.

Source: Institutional Research Course Extract

25 Years: Retention and Completion Rates - Classes of 1989 and Following

Entering Year			ırning		urning		turning		uating		urning		al Grad.		Grad.
(Class <u>of)</u>	Number	•	n. Year %	No.	or Year %	No.	ior Year %	No.	Class %	No.	h Year %	No.	n 5 years %	within 6	years %
1985 (89)	504		88.1%	395	78.4%	394	78.2%	358	71.0%	30	6.0%	385	76.4%	387	76.8%
1986 <i>(90)</i>	452	392	86.7%	380	84.1%	370	81.9%	333	73.7%	33	7.3%	354	78.3%	356	78.8%
1987 (91)	509	464	91.2%	433	85.1%	427	83.9%	397	78.0%	26	5.1%	414	81.3%	418	82.1%
1988 (92)	499	455	91.2%	423	84.8%	408	81.8%	369	73.9%	35	7.0%	389	78.0%	395	79.2%
1989 (93)	464	414	89.2%	380	81.9%	370	79.7%	317	68.3%	42	9.1%	337	72.6%	350	75.4%
1990 (94)	412	370	89.8%	337	81.8%	317	76.9%	286	69.4%	28	6.8%	307	74.5%	309	75.0%
1991 (95)	383	346	90.3%	309	80.7%	291	76.0%	260	67.9%	not av	ailable	279	72.8%	282	73.6%
1992 (96)	397	357	89.9%	314	79.1%	305	76.8%	282	71.0%	not av	ailable	296	74.6%	299	75.3%
1993 (97)	397	349	87.9%	302	76.1%	295	74.3%	276	69.3%	not av	ailable	289	72.8%	290	73.4%
1994 (98)	399	325	81.4%	279	69.9%	271	67.9%	254	63.7%	20	5.0%	266	66.7%	275	68.9%
1995 (99)	386	335	86.7%	300	77.5%	285	73.8%	266	68.9%	15	3.9%	274	71.0%	284	73.6%
1996 <i>(00)</i>	337	287	85.2%	254	75.4%	247	73.3%	239	70.9%	5	1.5%	247	73.3%	250	74.2%
1997 (01)	331	291	87.9%	271	81.9%	254	76.7%	249	75.2%	11	3.3%	258	77.9%	260	78.5%
1998 <i>(02)</i>	405	331	81.7%	292	72.1%	287	70.9%	279	68.9%	8	2.0%	286	70.6%	289	71.4%
1999 <i>(03)</i>	424	352	83.0%	309	72.9%	302	71.2%	294	69.3%	12	2.8%	313	73.8%	315	74.3%
2000 (04)	438	358	81.7%	334	76.3%	326	74.4%	292	66.7%	15	3.4%	312	71.2%	316	72.1%
2001 <i>(05)</i>	436	354	81.2%	324	74.3%	329	75.5%	305	70.0%	13	3.0%	323	74.1%	325	74.5%
2002 (06)	376	318	84.6%	296	78.7%	293	77.9%	266	70.7%	12	3.2%	282	75.0%	287	76.3%
2003 (07)	402	349	86.8%	328	81.6%	317	78.9%	294	73.1%	19	4.7%	312	77.6%	315	78.4%
2004 (08)	350	306	87.4%	296	84.6%	291	83.1%	261	74.6%	24	6.9%	282	80.6%	287	82.0%
2005 (09)	377	325	86.2%	311	82.5%	304	80.6%	277	73.5%	17	4.5%	296	78.5%		
2006 (10)	426	368	86.4%	343	80.5%	336	78.9%	314	73.7%	15	3.5%				
2007 (11)	479	377	78.7%	340	71.0%	339	70.8%								
2008 (12)	455	395	86.8%	376	82.6%										
2009 (13)	435	369	84.8%												

Notes: Beginning 1992, leave of absences are NOT included until student returns.

Graduating with Class' includes students who may have graduated early.

Source: Institutional Research Enrollment and Degree Extracts

National Survey of Student Engagement Spring 2010 Seniors Survey Summary (2010 Graduates)

The National Survey of Student Engagement (NSSE) was administered in Spring 2010 to first-years and seniors. Summarized below are some of the select questions for the graduating class of 2010 with comparisons to national averages and Carnegie peers.

	Saint Mary's Responses	Carnegie Peers	National <u>Average</u>
Active and Collaborative Learning (% Often or Very Often Asked questions in class/contributed to class discu			
•	89%	82%	73%
Discussed ideas for your readings/classes with oth	ers		
outside of class	74%	70%	66%
Level of Academic Challenge:			
Worked harder than you thought to meet an Instru-	ctor's		
expectations (% Often or Very often)	72%	62%	61%
Number of assigned textbooks or books (% >10)	68%	50%	38%
Time spent preparing for class (% >15 hrs per/wk)	53%	45%	41%
Enriching Educational Experiences: (% done)			
Practicum, internship, field experience, etc.	80%	59%	50%
Community service or volunteer work	84%	67%	60%
Study abroad	57%	29%	14%
Supportive Campus Environment:			
Quality of relationships with other students			
(friendly and supportive)	91%	83%	82%
Quality of relationships with faculty members			
(available, helpful, sympathetic)	94%	87%	80%
Quality of relationships with administrative persor	nnel		
(helpful/considerate)	57%	59%	57%
Student Faculty Interaction: (% Often or Very often)			
Discussed grades or assignments w/ instructor	73%	65%	61%
Talked about career plans w/ faculty/advisor	60%	52%	42%
Other (non-benchmark components): (% Quite a bit or	Very much)		
Acquiring broad general education	95%	88%	84%
Writing clearly and effectively	94%	83%	78%
Thinking critically and analytically	97%	91%	87%
Developing a personal code of ethics/values	81%	65%	61%
Contributing to the welfare of your community	69%	55%	49%
Developing a deepened sense of spirituality	54%	31%	30%
Evaluation of entire educational experience at this instituti	on (% indicating	good/excellent)	
	98%	90%	86%
If you could start over again, would you go to the same ins (% Probably/Definitely Yes)	stitution you are n	ow attending?	
(101.0000), Definitely 100)	91%	84%	82%
Source: 2010 National Survey of Student Engagement	71/0	0.170	3270

TOTAL

^{*}Student-designed majors have included Justice Studies, Women's Studies, International Studies, Ecological Anthropology, Anthropology of Women, Faith, Justice, and Philanthropy, Social Work/Anthropology, and Social Analysis and Applications. Source: Institutional Research Enrollment Extract

DEGREES AWARDED by First Major

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
TOTAL Degrees Awarded	356	372	376	339	349	330	337	376
Letters & Humanities		-						
English Literature and Writing							-	7
English Literature	28	38	35	21	13	10	9	
Creative Writing				7		17		
History	13	21	14	17			22 6	
Humanistic Studies	12	13	15	10				
Languages French		(4)	(1)	(7)	(8)	(6)	(6)	(6)
Italian		3	0	3	4	2	1 2 1 1	'
Spanish	4	1	1	4	4		l 3	5
Philosophy		4	4	3	1	2	3	
Religious Studies	أ أ	2	4	6		5	1 4	3
Student Designed Major	2	1	3	1	<u></u>	5	l 1	
TOTAL	67	83	76	72	63	68	63	57
%	18.8%	22.3%	20.2%	21.2%	18.1%	20.6%	18.7%	15.2%
, ,								
Fine and Applied Art								
Communication Studies	52	47	40	28	26	34	36	39
Art	14	11	13	11	16	7	11	13
Music	5	1	3	6		5	5	2
Theatre	4	3	6	3	4	4	2	2
TOTAL	75	62	62	48	50	50	54	56
%	21.1%	16.7%	16.5%	14.2%	14.3%	15.2%	16.0%	14.9%
Science & Mathematics								
Biology	27	21	25	20	25	27	29	40
Chemistry		11	7	6	5	8	5	7
Math	6	9	3	6	12	4	9	6
Computational Math.	3	2	1		1	1	1	1
Statistics and Actuarial Math		0		3				1
TOTAL	49	43	36	35		40	44	
%	13.8%	11.6%	9.6%	10.3%	12.9%	12.1%	13.1%	14.6%
Social Science								
Communicative Disorders							1	4
Economics	11	5	4	1	4	2	2	2
Political Science	20	12	16	14	15	17	13	16
Psychology	32	25	27	26	23	20	25	17
Sociology	5	1	10	9	8	12	3	7
Multi-/Interdisciplinary Studies, Other					2			
TOTAL	68	43		50			44	
%	19.1%	11.6%	15.2%	14.7%	14.9%	15.5%	13.1%	12.2%
Social Work	11	13	12	13	11	16	16	18
%	3.1%	3.5%	3.2%	3.8%	3.2%	4.8%	4.7%	4.8%
Elementary Education	33	51	56	41	40	27	40	45
%	9.3%	13.7%	14.9%	12.1%	11.5%	8.2%	11.9%	12.0%
Health Professions								
Nursing	19	24	23	29	40	32	34	46
%	5.3%	6.5%	6.1%	8.6%		9.7%	10.1%	
Business Administration	29	38	37	39		29		
Accounting		11	12	12		16	12	15
Mgt. Information Sys.	5	4	5	 - :	1	1	4	
TOTAL	34	53	54	51		46		
%	9.6%	14.2%	14.4%	15.0%	13.8%	13.9%	12.5%	14.1%

SOURCE: IPEDS Completions Survey

NOTES: Includes degrees awarded between July 1 and June 30 of the designated academic year

Totals are not a headcount, but counts of degrees awarded. Students may receive multiple degrees in same year.

Second Majors Completed

	2002-2003		2004-2005			2007-2008	2008-2009	2009-2010
TOTAL Second Majors	48	38	45	39	37	42	46	35
Letters & Humanities								
English Literature and Writing]			
English Literature	7	1	6	3	1	4	2	
Creative Writing				3	2	2	2	1
History	2	1	9	5	3	7	6	3
Humanistic Studies	1	5	1	5	1	4	2	2
Languages	(6)	(6)	(2)	(2)	(3)	(7)	(4)	(11)
French	3	1	1	1	2		1	4
Italian						6	2	3
Spanish	3	5	1	1	1	1	1	4
Philosophy		2	4	1	5	3	4	1
Religious Studies		2	1	1	3	3	2	2
Student_Designed Major		2			1	1	1 1	3
TOTAL	21	19	23	20	19	31	23	23
%	43.8%	50.0%	51.1%	51.3%	51.4%	73.8%	50.0%	65.7%
Fine and Applied Art								
Communication Studies	7	10	7	1	5	2	5	3
Art		1	1	3			1	1
Music						1		
Theatre	5		1	3	3	2	2	1
TOTAL	12	11	9	7	8	5	8	5
%	25.0%	28.9%	20.0%	17.9%	21.6%	11.9%	17.4%	14.3%
Science & Mathematics								
Biology								
Chemistry								
Math					4			
Computational Math.								
Statistics and Actuarial Math								
TOTAL					4			
%	0.0%	0.0%	0.0%	0.0%	10.8%	0.0%	0.0%	0.0%
Social Science								
Communicative Disorders]		5	1
Economics	3	1	1	3	2		2	1
Political Science	5	2	6	8	2	4	2	3
Psychology	3	3	5	1	1	2	3	1
Sociology		1	1		1		3	
TOTAL	11	7	13	12	6	6		
%	22.9%	18.4%	28.9%	30.8%	16.2%	14.3%	32.6%	20.0%
Social Work]			
%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Elementary Education	1]			
%	2.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Nursing								
%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Business Administration	3	1]			
Accounting								
Mgt. Information Sys.								
TOTAL	3	1	0	0	0			
%	6.3%	2.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Percent of Total Major Programs Completed (first and second majors) in the Carnegie "Arts and Sciences"

Total Major Programs Completed Percent Carnegie "Arts & Sciences"

2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
404	410	421	379	386	372	383	411
75.0%	65.4%	65.6%	64.4%	63.7%	67.5%	65.5%	60.6%

SOURCE: IPEDS Completions Survey (Second majors added to completions data starting in 2000-2001)

NOTES: . Total Major Programs Completed = First majors (p.32) plus second majors (above)

[.] Carnegie "Arts and Sciences" excludes Social Work, Elementary Education, Health Professions (Nursing) and Business Administration (including Accounting and Management Information Systems).

Minors Awarded

ſ	2002 2002		iors Aware		2000 2007	2007 2000	2000 2000	2000 2040
TOTAL Graduates	2002-2003 356	2003-2004 372	2004-2005 376	2005-2006 339	2006-2007 349	2007-2008 330	2008-2009 337	2009-2010 376
		0.2	0.0	000	0.0	000	00.	0.0
Dept. of Art								
Art History	1 9	3 5	0 5	1	0	3	1	1
Art Studio Dept. of Biology	9	5	5	'	U	4	ı	3
Biology	11	11	9	19	14	10	16	14
Dept. of Bus. And Econ.								
Business Administration	24	20	19	16	9	8	14	9
Economics	1	1	3	1	1	2	0	3
Economics/Computer Applications Dept. of Chemistry	U	0	0	1	0	0	0	0
Chemistry	7	8	8	11	6	9	9	25
Dept. of Comm., Dance, Theatre		_	_		_			
Advertising	2	5	5	2	6	8	9	16
Public Communications	0	0	0	0	0	0	0	2
Dance Public Relations	6	6	3	4 5	5 12	1	8 15	5
Theatre Performance	3	6 3	3	2	2	10 1	0	12
Theatre Production	1	0	0	0	0	0	2	2
Dept. of Education								
Early Childhood Education		0	1	2	4	7	6	7
Secondary Education		17	5	9	8	10	10	8
Education-Reading Dept. of English	0	0	6	5	10	1	0	O
English Writing	6	4	6	2	4	0	3	4
English Literature		2	3	1	1	4	3	2
English as a New Language/Bilengual		0	0	0	0	1	1	3
Dept. of History								
History		2	5	4	3	1	1	1
European History	1	1	1	0 9	1	2 0	0	2
US History Dept. of Humanistic Studies	0	8 0	0	9	1	0	0	1
Interdisciplinary Minors	Ĭ	Ü	Ö	Ü	'	Ö	O	
Anthropology	3	1	3	2	2	2	4	3
Film Studies	0	0	0	2	1	4	2	5
Intercultural Studies Justice Education		4	5	3	2 2	12	8	11
Women's Studies	2 13	4 12	17	2 23	15	3 31	12	3 15
Dept. of Math	13	12	17	23	13	31	12	13
Computer Science	1	1	2	0	0	0	0	0
Math	14	11	24	14	15	18	16	20
Math/Computer Science		0	1	0	0	0	1	0
Information Science	0	0	1	1	0	0	0	0
Dept. of Modern Languages French	7	5	2	1	2	1	4	0
German	, O	0	0	0	1	0	0	o
Italian	2	6	6	6	3	4	4	7
Spanish	6	6	19	17	13	9	14	14
Dept. of Music		0	_	,	0			
Music Dept. of Philosophy	2	2	1	4	0	2	4	4
Philosophy	1	3	2	2	3	3	7	4
Dept. of Political Science	·	Ö	2	2	Ö	Ö	,	
Political Science	5	3	2	2	3	1	0	3
Dept. of Psychology								
Psychology		5	14	10	5	5	5	11
Communicative Disorders	9	9	7	10	13	9	10	4
Dept. of Religious Studies Religious Studies	Л	1	5	Ω	າ	6	6	7
Dept. of Sociology	- 4	4	3	0	2	0		'
Sociology	10	4	12	9	12	9	9	17
Dept. of Social Work	0	0	0	0	0	0	0	1
TOTAL MINORS		182	217	211	183	201	206	251
Total Graduates w/ one or more minors		158	183	164	153	154	174	195
Percent of Graduates with Minor	41.9%	42.5%	48.7%	48.4%	43.8%	46.7%	51.6%	51.9%

SOURCE: Banner Student Database System

NOTES: Includes degrees awarded between July 1 and June 30 of the designated academic year

One and Five Year-Out Employment Summary

			2008 Surve			еу	2009 Survey				2010 \$	Surv	ey	
Graduation Year	2	006	2007**		2003***		2	2008 2004		2004	2009		2005	
Total Graduates Surveyed	3	326		354	;	335		316		344	323		,	370
Number Responding	2	292		156		191		155		158	142		178	
Response Rate	89	89.6%		4.1%	5	7.0%	49	9.1%	4	5.9%	4	4.0%	48	3.1%
	l,	0/	N I	0/	N I	%	N I	0/	N I	0/	l,	%	NI.	0/
Career Information	N_	%	IN	%	IN	70	<u>IN</u>	%	IN	70	<u>N</u>	<u> </u>	IN	<u>%</u>
Employed Full-Time	215	73.6%	108	69.2%	152	79.6%	104	67.1%	127	80.4%	76	53.5%	142	79.8%
Employed Part-Time	10	3.4%	30	19.2%	15	7.9%	22	14.2%	16	10.1%	33	23.2%	12	6.7%
Total Employed Outside the Home	225	77.1%	138	88.4%	167	87.4%	126	81.3%	143	90.5%	109	76.7%	154	86.5%
Not Employed, not seeking work		*	3	1.9%	6	3.1%	11	7.1%	2	1.3%	16	11.3%	7	3.9%
Not Employed, seeking work		*	5	3.2%	2	1.0%	7	4.5%	1	0.6%	4	2.8%	8	4.5%
In School Full-Time/or completed	70	24.0%	44	28.2%	110	57.6%	45	29.0%	84	53.8%	64	45.1%	98	55.1%

^{*}Item not asked during survey year; ** New survey instrument utilized, *** Graduates surveyed five-years out

2009 Graduates

2005 Graduates

Top 5 Fields of Employment

Top o i loido c	' Linploymont		
%	l	N	%
28.5%	1) Education	54	30.3%
17.6%	2) Health/Medial Services	24	13.5%
14.8%	3) Other	20	11.2%
12.0%	4) Business and Industry	16	9.0%
5.6%	5) Finance	12	6.7%
ields (of those	attending post-undergraduate)		
%		N	%
21.2%	1) Education	32	29.1%
19.7%	2) Medicine	17	15.5%
10.6%	3) Business, Economics, or Finance	13	11.8%
9.1%	4) English Literature or Writing	7	6.4%
9.1%	4) Law	7	6.4%
7.6%	5) Social Work	6	5.5%
sued (of those	attending post-undergraduate)		
%		N	%
6.9%	Certificate	6	5.8%
67.2%	Master's	78	75.7%
6.9%	Ph.D	4	3.9%
0.0%	JD	7	6.8%
12.1%	MD, DO, or Pharm.D	3	2.9%
5.2%	Not Specified	0	0.0%
	% 28.5% 17.6% 14.8% 12.0% 5.6% relds (of those % 21.2% 19.7% 10.6% 9.1% 7.6% rsued (of those % 6.9% 6.9% 6.9% 0.0% 12.1%	% 28.5% 1) Education 17.6% 2) Health/Medial Services 14.8% 3) Other 12.0% 4) Business and Industry 5.6% 5) Finance elds (of those attending post-undergraduate) % 21.2% 1) Education 19.7% 2) Medicine 10.6% 3) Business, Economics, or Finance 9.1% 4) English Literature or Writing 9.1% 4) Law 7.6% 5) Social Work sued (of those attending post-undergraduate) % 6.9% Certificate 67.2% Master's 6.9% Ph.D 0.0% JD 12.1% MD, DO, or Pharm.D	% I) Education 54 17.6% 2) Health/Medial Services 24 14.8% 3) Other 20 12.0% 4) Business and Industry 16 5.6% 5) Finance 12 telds (of those attending post-undergraduate) % N 21.2% 1) Education 32 19.7% 2) Medicine 17 10.6% 3) Business, Economics, or Finance 13 9.1% 4) English Literature or Writing 7 9.1% 4) Law 7 7.6% 5) Social Work 6 studd (of those attending post-undergraduate) % N 6.9% Certificate 6 67.2% Master's 78 6.9% Ph.D 4 0.0% JD 7 12.1% MD, DO, or Pharm.D 3

^{**}Source: 2009 Graduates (One-Year Out Employment Survey), 2005 Graduates (Five-Year Out Employment Survey)-2006 (Follow-up Study of Graduates)

Post-Graduation Degree Activity of Saint Mary's Alumnae: Classes of 1985 through 2010 Post-Graduation Degree Type by Undergraduate Major

	Ma	aster's Degre	es	Doctoral Degrees						Other		
Undergraduate Major	MBA	Master of Education	Other Masters	JD	Ph.D.	M.D.	Other Health Doctorates	Other Doctorates	2nd Bacc. Degrees	Associates Degrees	TOTAL	
Art	2	4	54	2	1	0	0	0	_	1	72	
Biology	11	11	114	3	28	41	60	0	16	4	288	
Bus. Adm./Econ.	182	15	100	57	8	2	0	1	17	1	383	
Chemistry	7	4	20	3	26	16	7	1	4	0	88	
Comm./Theatre	15	20	138	28	3	0	0	2	13	2	221	
Education	1	102	132	2	3	0	0	1	1	1	243	
English	22	30	203	59	13	0	4	1	4	3	339	
History	11	9	87	39	5	1	2	0	8	2	164	
Humanistic Studies	11	7	75	33	5	2	1	0	5	0	139	
Mathematics	20	9	63	5	4	0	0	0	3	0	104	
Modern Languages	4	8	59	11	10	0	1	0	1	1	95	
Music	1	2	15	0	0	1	0	1	0	0	20	
Nursing	6	1	93	2	0	1	4	0	21	0	128	
Philosophy	4	1	19	28	2	1	0	1	0	0	56	
Political Science	8	7	67	61	5	0	1	3	1	2	155	
Psychology	12	26	159	18	16	1	1	2	18	5	258	
Religious Studies	0	1	26	1	3	0	0	0	2	1	34	
Sociology	4	6	42	11	2	0	0	1	0	0	66	
Social Work	1	4	73	5	0	0	0	0	3	0	86	
TOTAL	322	267	1539	368	134	66	81	14	125	23	2939	
Pct. of Total	11.0%	9.1%	52.4%	12.5%	4.6%	2.2%	2.8%	0.5%	4.3%	0.8%	100.0%	

Note: Degree counts were not included for those with an unknown degree type due to the inability to differentiate between those who have not yet completed their degree and those with an unknown degree type.

Source: Banner system

Number of Class Sections of the Size Indicated

SECTION	FALL 2005 F		FALL 2006		FALL 2007		FALL 2008		FALL 2009		FALL 2010	
SIZE	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
HOME CAMPUS:												
1 - 10	259	39.2%	236	36.7%	257	37.7%	245	38.6%	213	36.2%	232	38.2%
11 - 25	354	53.6%	365	56.8%	372	54.5%	337	53.1%	311	52.8%	332	54.6%
Subtotal		92.7%		93.5%		92.2%		91.7%		89.0%		92.8%
26 - 40	38	5.7%	35	5.4%	44	6.5%	44	6.9%	55	9.3%	36	5.9%
41 - 70	9	1.4%	6	0.9%	7	1.0%	8	1.3%	8	1.4%	8	1.3%
71 - 99	1	0.2%	1	0.2%	2	0.3%	0	0.0%	2	0.3%	0	0.0%
100 +	0	0.0%	0	0.0%	0	0.0%	1	0.2%	0	0.0%	0	0.0%
TOTAL	661	100.0%	643	100.0%	682	100.0%	635	100.0%	589	100.0%	608	100.0%
ROME PROGRAM:												
1 - 10	6	31.6%	7	41.2%	8	50.0%	9	52.9%	6	40.0%	5	35.7%
11 -25	10	52.6%	6	35.3%	3	18.8%	3	17.6%	2	13.3%	6	42.9%
26 - 40	1	5.3%	3	17.6%	3	18.8%	3	17.6%	4	26.7%	2	14.3%
41 - 70	2	10.5%	1	5.9%	2	12.5%	2	11.8%	3	20.0%	1	7.1%
71 - 99	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
TOTAL	19	100.0%	17	100.0%	16	100.0%	17	100.0%	15	100.0%	14	100.0%

SECTION	SPRII	NG 2006	SPRII	NG 2007	SPRIN	NG 2008	SPRII	NG 2009	SPRIN	NG 2010	SPRING	2011
SIZE	No.	%	No.	%								
HOME CAMPUS:												
1 - 10	321	47.4%	291	43.6%	308	44.6%	287	42.6%	265	42.9%		
11 - 25	307	45.3%	322	48.3%	330	47.8%	335	49.8%	299	48.5%		
Subtotal		92.8%		91.9%		92.3%		92.4%		91.4%		
26 - 40	39	5.8%	46	6.9%	45	6.5%	40	5.9%	43	7.0%		
41 - 70	10	1.5%	8	1.2%	7	1.0%	9	1.3%	9	1.5%		
71 - 99	0	0.0%	0	0.0%	1	0.1%	2	0.3%	1	0.2%		
100 +	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
TOTAL	677	100.0%	667	100.0%	691	100.0%	673	100.0%	617	100.0%		
ROME PROGRAM:												
1 - 10	5	27.8%	7	38.9%	8	42.1%	8	47.1%	4	23.5%		
11 -25	8	44.4%	8	44.4%	6	31.6%	5	29.4%	8	47.1%		
26 - 40	3	16.7%	2	11.1%	3	15.8%	2	11.8%	3	17.6%		
41 - 70	2	11.1%	1	5.6%	2	10.5%	2	11.8%	2	11.8%		
71 - 99	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
	l											
TOTAL	18	100.0%	18	100.0%	19	100.0%	17	100.0%	17	100.0%		

Source: Institutional Research Course Extract

Total Credit Hours Produced by Departments - Academic Years

Department	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10
Art	1542	1650	1441	1370	1379	1335	1400	1337	1277
Biology	3400	2925	3072	3242	2929	2934	3538	3904	3886
Bus Admin/Econ	4019	4197	4348	4050	3557	3671	3594	3812	3756
Chemistry	3094	2802	2726	2391	2650	2930	3220	3362	3547
Communication and Performance Studies	3609	3524	3334	3079	2812	3113	3182	3495	3539
Comm. Disorders		167	255	158	265	270	314	326	577
Education	3347	3811	3982	3831	3343	3269	2848	3464	3335
English	3817	3267	3323	2611	2948	2929	3236	3163	3065
History	2400	2335	2300	2115	2016	2061	2093	1955	1796
Humanistic Studies	1216	1070	1093	1040	795	1040	966	871	719
Intercultural Studies	30	39	72	119	106	162	192	248	177
Justice Education	202	137	118	76	92	74	55	52	81
Mathematics	3566	3308	3140	3012	3089	3223	3479	3422	3532
Modern Languages	4394	4174	3953	3693	3973	4429	4848	4589	4372
Music	1238	1200	1020	1260	1274	1074	1082	1118	1183
Nursing	1033	1230	1434	1517	2080	2113	1942	2192	2534
Philosophy	1514	1600	1330	1160	1197	1516	1392	1396	1357
Physical Education	302	242	204	183	0	0	0	0	0
Political Science	1074	901	1015	969	1125	984	930	1084	967
Psychology	2435	2521	2305	2244	2170	2224	2232	2415	2710
Religious Studies	2618	2354	2382	2466	2296	2389	2647	2488	2289
Sociology	1057	995	1132	1435	1656	1585	1427	1409	1495
Social Work & Anth.	1367	1215	1148	1023	1156	1382	1497	1466	1624
Women's Studies	167	191	253	247	196	126	151	187	153
TOTAL - Campus	47440	45854	45380	43291	43104	44833	48107	47755	47971
Rome Program	1133	1615	1160	1495	2074	1653	1693	1443	1977
GRAND TOTAL	48573	47469	46540	44786	45178	46486	49800	49198	49948

Source: Institutional Research Course Extract

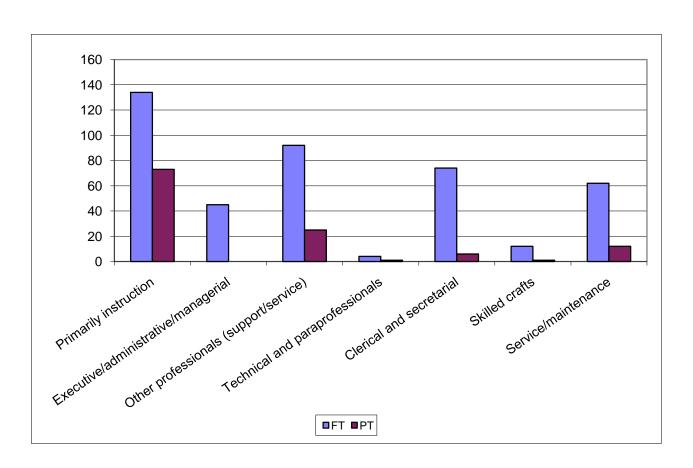
Unweighted Average Grades by Department

	Onweight		\mathcal{C}		F	UIII			
Fall Semester:	<u>2001</u>	2002	2003	2004	2005	2006	2007	2008	2009
<u>Department</u>									
Art	3.35	3.43	3.49	3.39	3.44	3.49	3.41	3.34	3.29
Biology	2.98	3.43	3.49	2.96	3.44	2.98	3.41	3.16	3.13
Business Adm & Econ	3.27	3.25	3.30	3.29	3.23	3.24	3.05	3.10	3.32
Chemistry & Physics	3.27	2.92	3.09	2.93	3.23 3.06	3.24	2.96	3.12	3.06
Communication and	3.03	2.92	3.09	2.93	3.00	3.01	2.90	3.02	3.00
Performance Studies	3.37	2 20	2 55	2.50	3.57	3.43	3.47	2.50	2.52
Communicative Disorders	3.3 <i>1</i>	3.38	3.55 3.43	3.59	3.43	3.43	3.33	3.50	3.53
Education	3.58	3.61	3.71	3.66	3.60	3.60	3.64	3.59	3.63
English Literature	3.42	3.44	3.35	3.50	3.35	3.39	3.36	3.34	3.44
English Writing	3.61	3.71	3.66	3.82	3.75	3.79	3.89	3.78	3.80
History	3.41	3.48	3.43	3.48	3.42	3.51	3.50	3.54	3.56
Humanistic Studies	3.35	3.45	3.34	3.34	3.35	3.32	3.39	3.35	3.34
Intercultural Studies	_	_	3.20	3.58	3.39	3.49	3.55	3.33	3.42
Justice Studies	3.86	3.71	3.65	3.95	3.92	3.88	3.58	3.81	3.93
Mathematics	3.01	2.92	3.08	2.98	2.97	3.00	3.00	2.92	3.00
Modern Languages	3.26	3.21	3.17	3.23	3.22	3.28	3.30	3.17	3.23
Music	3.74	3.80	3.77	3.77	3.70	3.77	3.73	3.68	3.71
Nursing	3.41	3.51	3.49	3.27	3.08	3.21	3.30	3.42	3.46
Philosophy	3.20	3.33	3.36	3.32	3.29	3.25	3.14	3.38	3.46
Political Science	2.96	3.14	3.17	3.31	3.17	3.16	3.20	3.16	3.30
Psychology	3.31	3.55	3.45	3.42	3.34	3.30	3.47	3.39	3.47
Religious Studies	3.18	3.27	3.18	3.23	3.27	3.22	3.19	3.15	3.29
Sociology	3.06	3.20	3.57	3.45	3.53	3.39	3.40	3.40	3.33
Social Work & Anthropology	3.56	3.57	3.61	3.72	3.62	3.69	3.68	3.55	3.60
Women's Studies	3.51	3.39	3.57	3.58	3.64	3.46	3.23	3.67	3.65
ALL COLLEGE	3.29	3.33	3.35	3.34	3.32	3.32	3.30	3.30	3.36
Spring Samastar	2002	2002	2004	2005	2006	2007	2009	2000	2010
Spring Semester:	<u>2002</u>	2003	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	2008	2009	2010
Art	3.41	3.39	3.40	3.57	3.51	3.43	3.36	3.36	3.47
Biology	3.07 3.29	2.99	2.96	2.99	3.12	3.11 3.25	3.18	3.17 3.32	3.12
Business Adm & Econ	3 79			2 2 5		3 75	3.23	~ ~ /	3.37
		3.29	3.26	3.35	3.33				2.05
Chemistry & Physics	2.98	2.90	3.26	3.35 3.08	2.97	3.01	3.01	2.94	3.05
Communication and	2.98	2.90	3.00	3.08	2.97	3.01	3.01	2.94	
Communication and Performance Studies		2.90 3.42	3.00 3.40	3.08 3.58	2.97 3.74	3.01 3.47	3.01 3.50	2.94 3.51	3.53
Communication and Performance Studies Communicative Disorders	2.98 3.39	2.90 3.42 3.57	3.00 3.40 3.33	3.08 3.58 3.46	2.97 3.74 3.42	3.01 3.47 3.55	3.01 3.50 3.69	2.94 3.51 3.46	3.53
Communication and Performance Studies Communicative Disorders Education	2.98 3.39 - 3.66	2.90 3.42 3.57 3.65	3.00 3.40 3.33 3.73	3.08 3.58 3.46 3.66	2.97 3.74 3.42 3.68	3.01 3.47 3.55 3.62	3.01 3.50 3.69 3.60	2.94 3.51 3.46 3.59	3.53 3.73 3.66
Communication and Performance Studies Communicative Disorders Education English Literature	2.98 3.39 - 3.66 3.37	2.90 3.42 3.57 3.65 3.53	3.40 3.33 3.73 3.37	3.08 3.58 3.46 3.66 3.45	2.97 3.74 3.42 3.68 3.39	3.01 3.47 3.55 3.62 3.41	3.01 3.50 3.69 3.60 3.35	3.51 3.46 3.59 3.40	3.53 3.73 3.66 3.34
Communication and Performance Studies Communicative Disorders Education English Literature English Writing	2.98 3.39 - 3.66 3.37 3.64	2.90 3.42 3.57 3.65 3.53 3.62	3.00 3.40 3.33 3.73 3.37 3.58	3.58 3.46 3.66 3.45 3.59	2.97 3.74 3.42 3.68 3.39 3.68	3.01 3.47 3.55 3.62 3.41 3.64	3.01 3.50 3.69 3.60 3.35 3.62	2.94 3.51 3.46 3.59 3.40 3.70	3.53 3.73 3.66 3.34 3.61
Communication and Performance Studies Communicative Disorders Education English Literature English Writing History	2.98 3.39 - 3.66 3.37 3.64 3.42	2.90 3.42 3.57 3.65 3.53 3.62 3.46	3.00 3.40 3.33 3.73 3.37 3.58 3.54	3.08 3.58 3.46 3.66 3.45 3.59 3.51	2.97 3.74 3.42 3.68 3.39 3.68 3.42	3.01 3.47 3.55 3.62 3.41 3.64 3.53	3.01 3.50 3.69 3.60 3.35 3.62 3.46	2.94 3.51 3.46 3.59 3.40 3.70 3.54	3.53 3.73 3.66 3.34 3.61 3.55
Communication and Performance Studies Communicative Disorders Education English Literature English Writing History Humanistic Studies	2.98 3.39 - 3.66 3.37 3.64 3.42 3.35	2.90 3.42 3.57 3.65 3.53 3.62 3.46 3.42	3.00 3.40 3.33 3.73 3.37 3.58 3.54 3.53	3.08 3.58 3.46 3.66 3.45 3.59 3.51 3.39	2.97 3.74 3.42 3.68 3.39 3.68 3.42 3.38	3.01 3.47 3.55 3.62 3.41 3.64 3.53 3.29	3.01 3.50 3.69 3.60 3.35 3.62 3.46 3.45	2.94 3.51 3.46 3.59 3.40 3.70 3.54 3.35	3.53 3.73 3.66 3.34 3.61 3.55 3.30
Communication and Performance Studies Communicative Disorders Education English Literature English Writing History Humanistic Studies Intercultural Studies	2.98 3.39 - 3.66 3.37 3.64 3.42 3.35 3.47	2.90 3.42 3.57 3.65 3.53 3.62 3.46 3.42 3.39	3.00 3.40 3.33 3.73 3.37 3.58 3.54 3.53 3.31	3.08 3.58 3.46 3.66 3.45 3.59 3.51 3.39 3.60	2.97 3.74 3.42 3.68 3.39 3.68 3.42 3.38 3.38	3.01 3.47 3.55 3.62 3.41 3.64 3.53 3.29 3.43	3.01 3.50 3.69 3.60 3.35 3.62 3.46 3.45 3.79	2.94 3.51 3.46 3.59 3.40 3.70 3.54 3.35 3.47	3.53 3.73 3.66 3.34 3.61 3.55 3.30 3.42
Communication and Performance Studies Communicative Disorders Education English Literature English Writing History Humanistic Studies Intercultural Studies Justice Studies	2.98 3.39 - 3.66 3.37 3.64 3.42 3.35 3.47 3.88	2.90 3.42 3.57 3.65 3.53 3.62 3.46 3.42 3.39 3.44	3.00 3.40 3.33 3.73 3.37 3.58 3.54 3.53 3.31 3.92	3.08 3.58 3.46 3.66 3.45 3.59 3.51 3.39 3.60 3.49	2.97 3.74 3.42 3.68 3.39 3.68 3.42 3.38 3.38 3.54	3.01 3.47 3.55 3.62 3.41 3.64 3.53 3.29 3.43 3.56	3.01 3.50 3.69 3.60 3.35 3.62 3.46 3.45 3.79 3.88	2.94 3.51 3.46 3.59 3.40 3.70 3.54 3.35 3.47 3.00	3.53 3.73 3.66 3.34 3.61 3.55 3.30 3.42 3.59
Communication and Performance Studies Communicative Disorders Education English Literature English Writing History Humanistic Studies Intercultural Studies Justice Studies Mathematics	2.98 3.39 - 3.66 3.37 3.64 3.42 3.35 3.47 3.88 3.11	2.90 3.42 3.57 3.65 3.53 3.62 3.46 3.42 3.39 3.44 3.01	3.00 3.40 3.33 3.73 3.58 3.54 3.53 3.31 3.92 2.99	3.08 3.58 3.46 3.66 3.45 3.59 3.51 3.39 3.60 3.49 3.03	2.97 3.74 3.42 3.68 3.39 3.68 3.42 3.38 3.54 2.99	3.01 3.47 3.55 3.62 3.41 3.64 3.53 3.29 3.43 3.56 3.18	3.01 3.50 3.69 3.60 3.35 3.62 3.46 3.45 3.79 3.88 3.03	2.94 3.51 3.46 3.59 3.40 3.70 3.54 3.35 3.47 3.00 2.95	3.53 3.73 3.66 3.34 3.61 3.55 3.30 3.42 3.59 3.04
Communication and Performance Studies Communicative Disorders Education English Literature English Writing History Humanistic Studies Intercultural Studies Justice Studies Mathematics Modern Languages	2.98 3.39 - 3.66 3.37 3.64 3.42 3.35 3.47 3.88 3.11 3.16	2.90 3.42 3.57 3.65 3.53 3.62 3.46 3.42 3.39 3.44 3.01 3.20	3.00 3.40 3.33 3.73 3.58 3.54 3.53 3.31 3.92 2.99 3.16	3.08 3.58 3.46 3.66 3.45 3.59 3.51 3.39 3.60 3.49 3.03 3.14	2.97 3.74 3.42 3.68 3.39 3.68 3.42 3.38 3.54 2.99 3.18	3.01 3.47 3.55 3.62 3.41 3.64 3.53 3.29 3.43 3.56 3.18 3.24	3.01 3.50 3.69 3.60 3.35 3.62 3.46 3.45 3.79 3.88 3.03 3.21	2.94 3.51 3.46 3.59 3.40 3.70 3.54 3.35 3.47 3.00 2.95 3.20	3.53 3.73 3.66 3.34 3.61 3.55 3.30 3.42 3.59 3.04 3.10
Communication and Performance Studies Communicative Disorders Education English Literature English Writing History Humanistic Studies Intercultural Studies Justice Studies Mathematics	2.98 3.39 - 3.66 3.37 3.64 3.42 3.35 3.47 3.88 3.11	2.90 3.42 3.57 3.65 3.53 3.62 3.46 3.42 3.39 3.44 3.01	3.00 3.40 3.33 3.73 3.58 3.54 3.53 3.31 3.92 2.99	3.08 3.58 3.46 3.66 3.45 3.59 3.51 3.39 3.60 3.49 3.03	2.97 3.74 3.42 3.68 3.39 3.68 3.42 3.38 3.54 2.99	3.01 3.47 3.55 3.62 3.41 3.64 3.53 3.29 3.43 3.56 3.18	3.01 3.50 3.69 3.60 3.35 3.62 3.46 3.45 3.79 3.88 3.03	2.94 3.51 3.46 3.59 3.40 3.70 3.54 3.35 3.47 3.00 2.95	3.53 3.73 3.66 3.34 3.61 3.55 3.30 3.42 3.59 3.04
Communication and Performance Studies Communicative Disorders Education English Literature English Writing History Humanistic Studies Intercultural Studies Justice Studies Mathematics Modern Languages Music	2.98 3.39 - 3.66 3.37 3.64 3.42 3.35 3.47 3.88 3.11 3.16 3.61	2.90 3.42 3.57 3.65 3.53 3.62 3.46 3.42 3.39 3.44 3.01 3.20 3.70	3.00 3.40 3.33 3.73 3.58 3.54 3.53 3.31 3.92 2.99 3.16 3.69	3.08 3.58 3.46 3.66 3.45 3.59 3.51 3.39 3.60 3.49 3.03 3.14 3.81	2.97 3.74 3.42 3.68 3.39 3.68 3.42 3.38 3.54 2.99 3.18 3.64	3.01 3.47 3.55 3.62 3.41 3.64 3.53 3.29 3.43 3.56 3.18 3.24 3.70	3.01 3.50 3.69 3.60 3.35 3.62 3.46 3.45 3.79 3.88 3.03 3.21 3.72	2.94 3.51 3.46 3.59 3.40 3.70 3.54 3.35 3.47 3.00 2.95 3.20 3.58	3.53 3.73 3.66 3.34 3.61 3.55 3.30 3.42 3.59 3.04 3.10
Communication and Performance Studies Communicative Disorders Education English Literature English Writing History Humanistic Studies Intercultural Studies Justice Studies Mathematics Modern Languages Music Nursing	2.98 3.39 - 3.66 3.37 3.64 3.42 3.35 3.47 3.88 3.11 3.16 3.61 3.29	2.90 3.42 3.57 3.65 3.53 3.62 3.46 3.42 3.39 3.44 3.01 3.20 3.70 3.70	3.00 3.40 3.33 3.73 3.58 3.54 3.53 3.31 3.92 2.99 3.16 3.69 3.31	3.08 3.58 3.46 3.66 3.45 3.59 3.51 3.39 3.60 3.49 3.03 3.14 3.81 3.31	2.97 3.74 3.42 3.68 3.39 3.68 3.42 3.38 3.54 2.99 3.18 3.64 3.32	3.01 3.47 3.55 3.62 3.41 3.64 3.53 3.29 3.43 3.56 3.18 3.24 3.70 3.38	3.01 3.50 3.69 3.60 3.35 3.62 3.46 3.45 3.79 3.88 3.03 3.21 3.72 3.51	2.94 3.51 3.46 3.59 3.40 3.70 3.54 3.35 3.47 3.00 2.95 3.20 3.58 3.50	3.53 3.73 3.66 3.34 3.61 3.55 3.30 3.42 3.59 3.04 3.10 3.61 3.57
Communication and Performance Studies Communicative Disorders Education English Literature English Writing History Humanistic Studies Intercultural Studies Justice Studies Mathematics Modern Languages Music Nursing Philosophy Political Science Psychology	2.98 3.39 3.66 3.37 3.64 3.42 3.35 3.47 3.88 3.11 3.16 3.61 3.29 3.25	2.90 3.42 3.57 3.65 3.53 3.62 3.46 3.42 3.39 3.44 3.01 3.20 3.70 3.70 3.35	3.00 3.40 3.33 3.73 3.58 3.54 3.53 3.31 3.92 2.99 3.16 3.69 3.31 3.47 3.13 3.37	3.08 3.58 3.46 3.66 3.45 3.59 3.51 3.39 3.60 3.49 3.03 3.14 3.81 3.31 3.35 3.32 3.36	2.97 3.74 3.42 3.68 3.39 3.68 3.42 3.38 3.54 2.99 3.18 3.64 3.32 3.24	3.01 3.47 3.55 3.62 3.41 3.64 3.53 3.29 3.43 3.56 3.18 3.24 3.70 3.38 3.31 3.21 3.28	3.01 3.50 3.69 3.60 3.35 3.62 3.46 3.45 3.79 3.88 3.03 3.21 3.72 3.51 3.17 3.34 3.44	2.94 3.51 3.46 3.59 3.40 3.70 3.54 3.35 3.47 3.00 2.95 3.20 3.58 3.50 3.41	3.53 3.73 3.66 3.34 3.61 3.55 3.30 3.42 3.59 3.04 3.10 3.61 3.57 3.32
Communication and Performance Studies Communicative Disorders Education English Literature English Writing History Humanistic Studies Intercultural Studies Justice Studies Mathematics Modern Languages Music Nursing Philosophy Political Science	2.98 3.39 - 3.66 3.37 3.64 3.42 3.35 3.47 3.88 3.11 3.16 3.61 3.29 3.25 3.01 3.35 3.19	2.90 3.42 3.57 3.65 3.53 3.62 3.46 3.42 3.39 3.44 3.01 3.20 3.70 3.70 3.35 3.27 3.48 3.48	3.00 3.40 3.33 3.73 3.58 3.54 3.53 3.31 3.92 2.99 3.16 3.69 3.31 3.47 3.13 3.37 3.25	3.08 3.58 3.46 3.66 3.45 3.59 3.51 3.39 3.60 3.49 3.03 3.14 3.81 3.31 3.35 3.32 3.36 3.20	2.97 3.74 3.42 3.68 3.39 3.68 3.42 3.38 3.54 2.99 3.18 3.64 3.32 3.24 3.11 3.36 3.20	3.01 3.47 3.55 3.62 3.41 3.64 3.53 3.29 3.43 3.56 3.18 3.24 3.70 3.38 3.31 3.21 3.28 3.23	3.01 3.50 3.69 3.60 3.35 3.62 3.46 3.45 3.79 3.88 3.03 3.21 3.72 3.51 3.17 3.34 3.44 3.29	2.94 3.51 3.46 3.59 3.40 3.70 3.54 3.35 3.47 3.00 2.95 3.20 3.58 3.50 3.41 3.20 3.45 3.31	3.53 3.73 3.66 3.34 3.61 3.55 3.30 3.42 3.59 3.04 3.10 3.61 3.57 3.32 3.23 3.58 3.26
Communication and Performance Studies Communicative Disorders Education English Literature English Writing History Humanistic Studies Intercultural Studies Justice Studies Mathematics Modern Languages Music Nursing Philosophy Political Science Psychology Religious Studies Sociology	2.98 3.39 - 3.66 3.37 3.64 3.42 3.35 3.47 3.88 3.11 3.16 3.61 3.29 3.25 3.01 3.35 3.19 3.25	2.90 3.42 3.57 3.65 3.53 3.62 3.46 3.42 3.39 3.44 3.01 3.20 3.70 3.70 3.35 3.27 3.48 3.48 3.28	3.00 3.40 3.33 3.73 3.58 3.54 3.53 3.31 3.92 2.99 3.16 3.69 3.31 3.47 3.13 3.37 3.25 3.51	3.08 3.58 3.46 3.66 3.45 3.59 3.51 3.39 3.60 3.49 3.03 3.14 3.81 3.31 3.35 3.32 3.36 3.20 3.37	2.97 3.74 3.42 3.68 3.39 3.68 3.42 3.38 3.54 2.99 3.18 3.64 3.32 3.24 3.11 3.36 3.20 3.29	3.01 3.47 3.55 3.62 3.41 3.64 3.53 3.29 3.43 3.56 3.18 3.24 3.70 3.38 3.31 3.21 3.28 3.30	3.01 3.50 3.69 3.60 3.35 3.62 3.46 3.45 3.79 3.88 3.03 3.21 3.72 3.51 3.17 3.34 3.44 3.29 3.42	2.94 3.51 3.46 3.59 3.40 3.70 3.54 3.35 3.47 3.00 2.95 3.20 3.58 3.50 3.41 3.20 3.45 3.31 3.25	3.53 3.73 3.66 3.34 3.61 3.55 3.30 3.42 3.59 3.04 3.10 3.61 3.57 3.32 3.23 3.58 3.26 3.46
Communication and Performance Studies Communicative Disorders Education English Literature English Writing History Humanistic Studies Intercultural Studies Justice Studies Mathematics Modern Languages Music Nursing Philosophy Political Science Psychology Religious Studies Sociology Social Work & Anthropology	2.98 3.39 - 3.66 3.37 3.64 3.42 3.35 3.47 3.88 3.11 3.16 3.61 3.29 3.25 3.01 3.35 3.19 3.25 3.55	2.90 3.42 3.57 3.65 3.53 3.62 3.46 3.42 3.39 3.44 3.01 3.20 3.70 3.70 3.35 3.27 3.48 3.48 3.28 3.62	3.00 3.40 3.33 3.73 3.58 3.54 3.53 3.31 3.92 2.99 3.16 3.69 3.31 3.47 3.13 3.37 3.25 3.51 3.55	3.08 3.58 3.46 3.66 3.45 3.59 3.51 3.39 3.60 3.49 3.03 3.14 3.81 3.31 3.35 3.32 3.36 3.20 3.37 3.70	2.97 3.74 3.42 3.68 3.39 3.68 3.42 3.38 3.54 2.99 3.18 3.64 3.32 3.24 3.11 3.36 3.20 3.29 3.61	3.01 3.47 3.55 3.62 3.41 3.64 3.53 3.29 3.43 3.56 3.18 3.24 3.70 3.38 3.31 3.21 3.28 3.23 3.30 3.64	3.01 3.50 3.69 3.60 3.35 3.62 3.46 3.45 3.79 3.88 3.03 3.21 3.72 3.51 3.17 3.34 3.44 3.29 3.42 3.64	2.94 3.51 3.46 3.59 3.40 3.70 3.54 3.35 3.47 3.00 2.95 3.20 3.58 3.50 3.41 3.20 3.45 3.31 3.25 3.59	3.53 3.73 3.66 3.34 3.61 3.55 3.30 3.42 3.59 3.04 3.10 3.61 3.57 3.32 3.58 3.26 3.46 3.68
Communication and Performance Studies Communicative Disorders Education English Literature English Writing History Humanistic Studies Intercultural Studies Justice Studies Mathematics Modern Languages Music Nursing Philosophy Political Science Psychology Religious Studies Sociology Social Work & Anthropology Women's Studies	2.98 3.39 - 3.66 3.37 3.64 3.42 3.35 3.47 3.88 3.11 3.16 3.61 3.29 3.25 3.01 3.35 3.19 3.25 3.55 3.51	2.90 3.42 3.57 3.65 3.53 3.62 3.46 3.42 3.39 3.44 3.01 3.20 3.70 3.70 3.35 3.27 3.48 3.48 3.28 3.62 3.52	3.00 3.40 3.33 3.73 3.58 3.54 3.53 3.31 3.92 2.99 3.16 3.69 3.31 3.47 3.13 3.37 3.25 3.51 3.55 3.17	3.08 3.58 3.46 3.66 3.45 3.59 3.51 3.39 3.60 3.49 3.03 3.14 3.81 3.35 3.32 3.36 3.20 3.37 3.70 3.53	2.97 3.74 3.42 3.68 3.39 3.68 3.42 3.38 3.54 2.99 3.18 3.64 3.32 3.24 3.11 3.36 3.20 3.29 3.61 3.53	3.01 3.47 3.55 3.62 3.41 3.64 3.53 3.29 3.43 3.56 3.18 3.24 3.70 3.38 3.31 3.21 3.28 3.23 3.30 3.64 3.41	3.01 3.50 3.69 3.60 3.35 3.62 3.46 3.45 3.79 3.88 3.03 3.21 3.72 3.51 3.17 3.34 3.44 3.29 3.42 3.64 3.49	2.94 3.51 3.46 3.59 3.40 3.70 3.54 3.35 3.47 3.00 2.95 3.20 3.58 3.50 3.41 3.20 3.45 3.31 3.25 3.59 3.61	3.53 3.73 3.66 3.34 3.61 3.55 3.30 3.42 3.59 3.04 3.10 3.61 3.57 3.32 3.23 3.58 3.26 3.46 3.68 3.26
Communication and Performance Studies Communicative Disorders Education English Literature English Writing History Humanistic Studies Intercultural Studies Justice Studies Mathematics Modern Languages Music Nursing Philosophy Political Science Psychology Religious Studies Sociology Social Work & Anthropology	2.98 3.39 - 3.66 3.37 3.64 3.42 3.35 3.47 3.88 3.11 3.16 3.61 3.29 3.25 3.01 3.35 3.19 3.25 3.55	2.90 3.42 3.57 3.65 3.53 3.62 3.46 3.42 3.39 3.44 3.01 3.20 3.70 3.70 3.35 3.27 3.48 3.48 3.28 3.62	3.00 3.40 3.33 3.73 3.58 3.54 3.53 3.31 3.92 2.99 3.16 3.69 3.31 3.47 3.13 3.37 3.25 3.51 3.55	3.08 3.58 3.46 3.66 3.45 3.59 3.51 3.39 3.60 3.49 3.03 3.14 3.81 3.31 3.35 3.32 3.36 3.20 3.37 3.70	2.97 3.74 3.42 3.68 3.39 3.68 3.42 3.38 3.54 2.99 3.18 3.64 3.32 3.24 3.11 3.36 3.20 3.29 3.61	3.01 3.47 3.55 3.62 3.41 3.64 3.53 3.29 3.43 3.56 3.18 3.24 3.70 3.38 3.31 3.21 3.28 3.23 3.30 3.64	3.01 3.50 3.69 3.60 3.35 3.62 3.46 3.45 3.79 3.88 3.03 3.21 3.72 3.51 3.17 3.34 3.44 3.29 3.42 3.64	2.94 3.51 3.46 3.59 3.40 3.70 3.54 3.35 3.47 3.00 2.95 3.20 3.58 3.50 3.41 3.20 3.45 3.31 3.25 3.59	3.53 3.73 3.66 3.34 3.61 3.55 3.30 3.42 3.59 3.04 3.10 3.61 3.57 3.32 3.58 3.26 3.46 3.68

Source: Institutional Research Grade Extract

Employees by Assigned Position Fall 2009

	<u>Full-Time</u>	Part-Time	<u>TOTAL</u>
Drimarily instruction	404	72	207
Primarily instruction	134	73	207
Executive/administrative/managerial	45	0	45
Other professionals (support/service)	92	25	117
Technical and paraprofessionals	4	1	5
Clerical and secretarial	74	6	80
Skilled crafts	12	1	13
Service/maintenance	62	12	74
	423	118	541



Source: IPEDS Human Resources Survey 2009-10

Faculty and Staff by Race/Ethnicity

Nat.

			Am. Indian	Hawaiian or				Two or		
	Non-Res.	African-	or Alaska	Pac.				More		
	<u>Alien</u>	<u>American</u>	<u>Native</u>	<u>Islander</u>	<u>Asian</u>	<u>Hispanic</u>	<u>White</u>	Races	<u>Unknown</u>	<u>Total</u>
Full-time Fa	culty									
Fall 2005	2	3	0		2	4	107	-	7	125
Fall 2007	5	1	0		4	3	113		11	137
Fall 2008	9	1	0		3	3	113		8	137
Fall 2009	9	1	0	0	2	5	114	0	3	134
Full-time St	aff									
Fall 2005	0	17	0		1	7	253		4	282
Fall 2007	1	19	0		2	7	250		4	283
Fall 2008	9	13	0		2	6	268		4	302
Fall 2009	8	19	2	0	1	3	256	0	0	289
Total Full-ti	me Emplo	yees								
Fall 2005	2	20	0		3	11	360		11	407
Fall 2007	6	20	0		6	10	363		15	420
Fall 2008	18	14	0		5	9	381		12	439
Fall 2009	17	20	2	0	3	8	370	0	3	423

			Am. Indian	Hawaiian or				Two or		
	Non-Res.	African-	or Alaska	Pac.				More		
	<u>Alien</u>	<u>American</u>	<u>Native</u>	<u>Islander</u>	<u>Asian</u>	<u>Hispanic</u>	<u>White</u>	<u>Races</u>	<u>Unknown</u>	<u>Total</u>
Part-time Fa	aculty									
Fall 2005	0	2	0		1	4	57		9	73
Fall 2007	0	0	0		2	2	71		6	81
Fall 2008	2	0	0		0	1	59		5	67
Fall 2009	0	0	0	0	1	1	65	0	6	73
Part-time St	aff									
Fall 2005	0	2	0		0	0	35		2	39
Fall 2007	0	0	1		0	0	36		0	37
Fall 2008	0	1	0		2	0	38		1	42
Fall 2009	0	1	1	0	0	1	42	0	0	45
Total Part-ti	me Emplo	yees								
Fall 2005	0	4	0		1	4	92		11	112
Fall 2007	0	0	1		2	2	107		6	118
Fall 2008	2	1	0		2	1	97		6	109
Fall 2009	0	1	1	0	1	2	107	0	6	118

Source: Human Resources Survey 2009-10

Note: Fall 06 was an optional reporting year for race/ethnicity--data is not available.

^{***}Fall 2009 marks the conversion to new IPEDS race/ethnicity categories.

INSTRUCTIONAL FACULTY - as of Fall Semester Each Year

	2003-2004		2004-2005 2005-20		-2006	2006-2007		2007-2008		2008-2009		2009-2010		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Full-Time#	114	61.3%	123	60.6%	125	63.1%	129	62.9%	137	62.8%	137	67.2%	129	67.5%
Part-Time	72	38.7%	80	39.4%	73	36.9%	76	37.1%	81	37.2%	67	32.8%	62	32.5%
Total	186	100.0%	203	100.0%	198	100.0%	205	100.0%	218	100.0%	204	100.0%	191	100.0%
Stdnt/Fac Ratio	10.5		9.6		9.9		10.0		9.8		10.2		11.0	
By Rank (FT)														
Prof.	40	35.1%	40	32.5%	44	35.2%	45	34.9%	44	32.1%	43	31.4%	47	36.4%
Assoc.	39	34.2%	40	32.5%	37	29.6%	36	27.9%	43	31.4%	38	27.7%	37	28.7%
Asst.	35	30.7%	32	26.0%	34	27.2%	34	26.4%	38	27.7%	48	35.0%	36	27.9%
Instr./Other*	0	0.0%	11	8.9%	10	8.0%	9	7.0%	12	8.8%	8	5.8%	9	7.0%
By Gender (FT)														
Women	63	55.3%	76	61.8%	76	60.8%	80	62.0%	90	65.7%	89	65.0%	84	65.1%
Men	51	44.7%	47	38.2%	49	39.2%	49	38.0%	47	34.3%	48	35.0%	45	34.9%
By Gender (PT)														
Women	50	69.4%	55	68.8%	50	68.5%	55	72.4%	56	69.1%	51	76.1%	47	75.8%
Men	22	30.6%	25	31.3%	23	31.5%	21	27.6%	25	30.9%	16	23.9%	15	24.2%
Degrees (FT)														
Doctorate	91	79.8%	88	71.5%	88	70.4%	98	76.0%	104	75.9%	104	75.9%	101	78.3%
Other Term.	17	14.9%	13	10.6%	16	12.8%	16	12.4%	15	10.9%	15	10.9%	12	9.3%
Master	6	5.3%	22	17.9%	14	11.2%	14	10.9%	16	11.7%	16	11.7%	16	12.4%
Bachelor	0	0.0%	0	0.0%	7	5.6%	1	0.8%	2	1.5%	2	1.5%	0	0.0%
Tenured (FT)	85	74.6%	86	69.9%	87	69.6%	91	70.5%	91	66.4%	84	61.3%	88	68.2%

NOTES:

- . Full-time and part-time statistics for Saint Mary's campus only (not Rome campus) do not include part-time teachers who are administrators or full-time faculty replacing faculty on sabbatical/paid leave.
- . FTE = all full time + 1/3 PT
- . The student/faculty ratio is calculated based on student headcount divided by FTE faculty.
- . Beginning in 2004-2005, includes CWIL fellows who are counted as faculty in the IPEDS survey
- . 2009-2010 counts are reflective of the AAUP definition of faculty which is more restrictive than IPEDS

Source: IPEDS Human Resources Survey 2009-2010

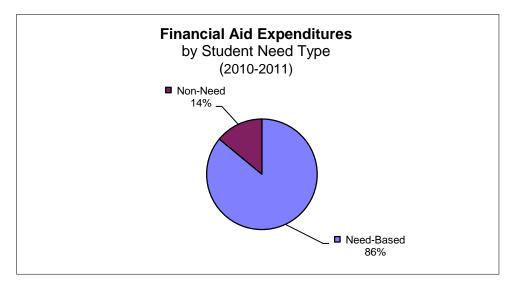
Full-Time Faculty Compensation

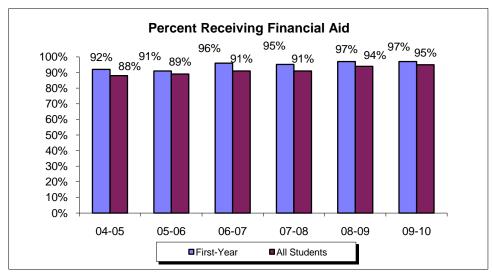
Rank	2003-04 2004-05)5	2005-06 2006-07			2007-	08	2008-09		2009-10			
Average Salaries (AAUP IIB Rating in parenthesis)														
Average salaries (AAST IIB Nating III parentilesis)														
Professor	\$69,015	(2)	\$69,553	(2)	\$69,140	(2)	\$71,673	(2)	\$75,177	(2)	\$79,243	(2)	\$79,091	(1.75)
Assoc Prof	\$55,416	(2)	\$55,839	(2)	\$56,733	(2)	\$58,736	(2)	\$62,208	(2)	\$65,694	, ,		' '
Asst Prof	\$46,393	(2)	\$46,939	(2)	\$47,293	(2)	\$48,674	(2)	\$52,276	(1.75)	\$54,108	(3.75)	\$53,841	(2.0)
Percent Increase in Average Salary from Previous Year (All IIB in parenthesis)														
Professor	0.3	(2.3)	0.8	(3.1)	-0.6	(3.9)	3.7	(3.7)	4.9	(3.7)	5.4	(4.0)	-0.2	(0.2)
Assoc Prof		(2.2)		(2.8)		(3.5)		(3.6)		(4.3)		(3.9)		(0.2)
Asst Prof	1.0	(2.5)	1.2	(3.0)	8.0	(2.8)	2.9	(3.7)	7.4	(5.2)	3.5	(3.8)	-0.5	(0.6)
Percent Increase in Average Salary for those Remaining on Staff (All IIB in parenthesis)														
•	-		•		-			,			•		,	•
Professor		(3.4)		(4.5)		(2.1)		(4.7)		(5.0)		(5.1)		(1.2)
Assoc Prof		(4.0)		(4.5)		(5.1)		(5.5)		(5.8)		(5.4)		(2.0)
Asst Prof	2.6	(4.2)	2.5	(5.2)	1.9	(2.8)	7.2	(5.5)	6.7	(5.4)	9.2	(5.5)	0.3	(2.0)
Aver	age Com	pen	sation (ir	1 tho	usands)	, Full	l-time Fa	culty	/ (AAUP	IIB Ra	ating in	paren	thesis)	
Professor	\$89.5	(2)	\$96.5	(2)	\$93.2	(2)	\$96.5	(2)	\$103.0	(1.5)	\$103.6	(1.5)	\$102.9	(1.75)
Assoc Prof	\$74.4	(2)	\$77.2	(2)	\$74.8	(2)	\$76.5	(2)	\$81.0	` '		(2.25)	\$87.2	(1.5)
Asst Prof	\$63.3	(1)	\$63.2	(2)	\$62.7	(2)	\$63.8	(2)	\$66.9	(2)	\$69.3	(2.5)	\$68.0	(2.5)
Pe	rcent Inc	reas	e in Aveı	age	Compen	satio	on from l	Previ	ious Yea	ır (All	IIB in pa	arenth	esis)	
Intaccom	l 24	(2.0\	7.0	رم ج، I	0.4	(4 a) I	^-	(0.7\	l 6-	/ε ο\ I	0.0	,, <u>-</u> , 1	0.7	امین
Professor Assoc Prof		(3.9) (4.0)		(3.7) (4.0)		(4.3) (5.8)		(3.7)		(5.6) (4.4)		(4.7) (4.8)		(-1.1) (1.2)
Asst Prof		(3.8)	-0.2			(3.0)		(3.6)		(4.4)		(4.1)		(-0.1)

Source: AAUP Faculty Compensation Survey and Academe

Financial Aid Expenditures (in thousands)

	2006	-2007	2007-2008		2008-	-2009	2009-	2010	Preliminary 2010-2011	
	<u>Amount</u>	<u>Percent</u>	<u>Amount</u>	Percent	<u>Amount</u>	<u>Percent</u>	<u>Amount</u>	Percent	<u>Amount</u>	<u>Percent</u>
Institutional Aid (Gift)	\$13,113	42%	\$14,705	45%	\$16,716	50%	\$19,257	51%	\$19,347	50%
Federal Aid	\$9,467	30%	\$10,212	31%	\$10,700	32%	\$12,401	33%	\$13,223	34%
State Aid	\$1,016	3%	\$1,031	3%	\$988	3%	\$680	2%	\$744	2%
Miscellaneous*	\$7,481	24%	\$6,634	20%	\$5,332	16%	\$5,436	14%	\$5,503	14%
TOTAL	\$31,077	100%	\$32,582	100%	\$33,736	100%	\$37,774	100%	\$38,817	100%





NOTE: Totals may not add due to rounding.

*Includes private, others, remission and institutional work study.

Expenditures by Student Need Type exclude parent loans.

Source: 2006-07 to 2009-10--Award Detail by Year

Office of Institutional Research administrative database extract

Revenues and Expenditures: Statement of Current Fund – Unrestricted Operations For the year ended May 31,2010 (\$000's)

	2002	2003	2004	2005	2006	2007	2008	2009	2010
REVENUES Student tuition and fees	\$30,290	\$ 31,528	\$ 33,448	\$ 34,010	\$ 35,474	\$38,560	\$ 42,281	\$ 45,206	\$ 48,467
Less scholarships	(9,062)	(10,071)	(11,102)	(11,017)	(12,065)	(13,158)	(14,632)	(16,678)	(19,029)
Net tuition and fees	\$21,228	\$ 21,457	\$ 22,346	\$ 22,993	\$ 23,409	\$25,402	\$ 27,649	\$ 28,528	\$ 29,438
Room and board	8,826	9,236	9,592	9,382	10,190	10,537	11,158	11,645	12,799
Endowment income	3,556	3,845	3,845	3,945	4,104	4,216	4,441	5,215	5,270
Contributions, grants and awards	2,528	2,438	2,633	2,364	2,611	2,532	2,712	2,408	2,485
Other auxiliary enterprises	1,736	1,646	1,639	1,664	1,833	2,025	2,073	1,983	1,984
Other revenues	1,504	1,351	1,096	1,146	1,168	1,270	1,345	814	1,169
TOTAL REVENUES	\$39,378	\$ 39,973	\$ 41,151	\$ 41,494	\$ 43,315	\$45,982	\$ 49,378	\$ 50,593	\$ 53,145
EXPENDITURES									
Salaries and wages	\$18,019	\$ 19,204	\$ 19,026	\$ 19,067	\$ 19,506	\$20,038	\$ 22,110	\$ 23,947	\$ 23,374
Employee benefits	5,317	5,968	6,180	6,815	6,595	6,585	6,696	7,203	7,644
Services	7,082	6,974	7,913	6,983	7,952	7,711	8,986	8,931	9,239
Utilities	1,966	2,061	2,175	2,385	2,647	2,453	2,291	2,549	2,361
Financial aid	-	-	-	-	-	-	-	-	-
Other expenses	3,243	3,051	3,126	3,086	3,154	3,412	4,728	3,970	4,423
Depreciation transfer	3,332	3,423	3,620	3,905	4,175	4,225	3,333	4,189	5,049
TOTAL EXPENDITURES	\$38,959	\$ 40,681	\$ 42,040	\$ 42,241	\$ 44,029	\$44,424	\$ 48,144	\$ 50,789	\$ 52,090

Note: Totals may not add due to rounding.

Beginning in 2002, financial aid expenditures for dependent tuition remissions are included in employee benefits.

Source: Corporation of Saint Mary's College, Financial Statements and Other Financial Information

Revenues and Expenditures: Statement of Current Fund – Unrestricted Operations For the year ended May 31,2010 (\$000's)

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Services	7,082	6,974	7,913	6,983		7,952	7,711	8,986	8,931	9,239
Utilities	1,966	2,061	2,175	2,385		2,647	2,453	2,291	2,549	2,361
Financial aid	-	-	-	-		-	-	-	-	-
Other expenses	3,243	3,051	3,126	3,086		3,154	3,412	4,728	3,970	4,423
Depreciation transfer	3,332	3,423	3,620	3,905		4,175	4,225	3,333	4,189	5,049
TOTAL EXPENDITURES	\$38,959	\$ 40,681	\$ 42,040	\$ 42,241	\$ 4	44,029	\$44,424	\$ 48,144	\$ 50,789	\$ 52,090

Note: Totals may not add due to rounding.

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