

ST. MARY'S COLLEGE OF MARYLAND

1. MISSION

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

2. INSTITUTIONAL ASSESSMENT

A. Analysis of Goals and Objectives

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

Objective 1.1: SMCM places intentional emphasis on students' completion of high-impact practices (HIPs). Prior to the pandemic, SMCM met the target for both of the related metrics (100% completing at least two and 80% completing at least three HIPs), but has seen these measures decrease for the mid-pandemic Classes of 2021 and 2022. It is likely that the lack of international and experiential opportunities during the pandemic is a major reason for these decreases. The Class of 2023 shows evidence of returning to pre-pandemic participation rates in HIPs, with 99% of graduates completing at least two HIPs and 83% completing at least three. SMCM is actively working to increase HIP opportunities for all students, particularly internships, research experiences, and international experiences, three HIPs that are guaranteed as part of the [Honors College Promise](#). We are confident that moving forward, we will resume meeting these goals.

Peer Benchmarks: The National Survey of Student Engagement (NSSE) periodically releases benchmarks regarding the completion of HIPs among graduating seniors at institutions participating in the survey. The most recent data, released in 2020, reports that 87% of seniors at participating Carnegie Baccalaureate Arts & Sciences institutions completed two or more HIPs. SMCM's rate among graduates has exceeded this for the past eight years (2020 level, 99%; five-year average, 98%). (*Source: NSSE*)

Objectives 1.2 and 1.3: SMCM is committed to offering a rigorous curriculum taught by qualified faculty. For three of the past five years, SMCM has met or exceeded the targeted percent of full-time faculty who have terminal degrees. Although the percentage of credit hours taught by full-time faculty declined slightly in 2021 (82%) and 2022 (80%), full-time faculty still teach the great majority of undergraduate credit hours, and the percentage rose to 84% for 2023. Further, the rise of part-time faculty is largely due to SMCM's engagement of expert practitioners in a variety of fields to teach courses in the professional pathways sequence, part of the recently (2020) instituted LEAD Initiative. Students benefit from studying with these professionals while still taking the majority of their traditional coursework with full-time faculty. Finally, the undergraduate student-faculty ratio has been between 9:1 and 10:1 for the past five

years, well below (better than) the target of 12:1.

Peer Benchmarks: According to the most recent available data (Fall 2021), SMCM has the lowest student-faculty ratio (10:1) among the traditional four-year public institutions in Maryland, which average 14:1. The SMCM student-faculty ratio is third lowest among Council of Public Liberal Arts Colleges (COPLAC) institutions, which average 14:1; and is on par with Maryland private institutions, peer institutions, and aspirant institutions, which range from 7:1 to 15:1 (average = 10:1). (*Source: IPEDS Data Center*)

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

Objective 2.1: The target for the percentage of incoming students who identify as students of color was reset last year to 33%. In FY23 (Fall 2022), SMCM recruited a first-year class with 31% students of color – just below this new target, but still a substantial improvement from about a decade ago when the percentage averaged only 20% (data not shown), and the fourth year in a row with a first-year class consisting of 30% or greater students of color. Entering class targets were exceeded for first generation college students for the sixth consecutive year, and for the out-of-state population for the second consecutive year. The latter measure has slowly been rising and is expected to hold steady just above the target of 10% for the next few years. High school academic performance of the entering class remains strong; the average GPA of incoming students has steadily improved to its current ten-year high (3.50, unweighted) and is projected to hold steady at this level with the next entering class.

Objective 2.2: Both four-year graduation rates (Fall 2019 cohort graduating by Summer 2023) and six-year graduation rates (Fall 2017 cohort graduating by Summer 2023) were below targets for all groups. Note that four-year and/or six-year targets for students of color, African American students, first generation students, and Pell recipients were reset to aspirational levels last year to reflect SMCM's commitment to narrowing equity gaps in student success. SMCM will focus on providing all students with resources and strategies to support timely graduation, with particular emphasis on students from these historically underrepresented and/or marginalized groups. We know that reaching certain early academic milestones is crucial for students to make timely progress toward their degree, and we will explore additional ways to communicate and support the attainment of these milestones to students, faculty advisors and academic support staff. In addition, we will continue to offer online courses during both Summer and Winter sessions to provide students with a convenient means of earning additional credits in between traditional semesters, and to explore how to make these inter-session offerings accessible. For entering first generation students, the recently expanded *Sum primus* ("I am first") program offers extended pre-orientation activities, focusing on academic, financial, social, and cohort-building activities. Finally, SMCM's recently adopted 2023 – 26 strategic plan contains several diverse initiatives aimed at improving student retention and persistence to graduation, including expanding access to global opportunities, promoting holistic student wellness and belongingness, increasing student leadership activities, and enhancing the student advising and degree-planning experiences.

Peer Benchmarks: Based on the most recent national comparison data available (FY19), SMCM's overall four-year graduation rate (64% for the 2015 entering cohort graduating by 2019) exceeded those of other COPLAC institutions and other Maryland public and private

four-year institutions, and was on par with rates at SMCM’s peer institutions, many of which are private. The average four-year graduation rate at aspirant institutions (all private) represents a benchmark well above our target. As shown below, SMCM’s four-year graduation rates for African American students were at or above the corresponding rates at other COPLAC, Maryland public and private, and peer institutions, but rates for Hispanic students fell below the comparison rates at Maryland private and peer institutions. Benchmark four-year graduation rates for Pell recipients are not available from IPEDS. Because of the lag in reporting four-year graduation rates to IPEDS, additional comparison data are shown below from 44 Baccalaureate Arts & Sciences institutions (all private) that participate in the Higher Education Data Sharing Consortium (HEDS). These data are three years more recent (2018 cohort graduating by 2022) and additionally include Pell student data. These comparisons reveal that SMCM’s four-year graduation rates for Pell students are on par with these other private institutions, but that overall rates, and rates for African American and Hispanic students, are lagging behind. *(Sources: As shown in tables below)*

Four-Year Graduation Rates, FY19 (Fall 2015 cohort)					
Institution(s)	N	Overall	Students of Color	African American	Hispanic
SMCM	1	64%	52%	51%	53%
COPLAC	28	40%	31%	27%	32%
MD Public	11	31%	27%	24%	28%
MD Private	9	60%	54%	47%	60%
Peer	12	65%	60%	51%	59%
Aspirant	6	85%	82%	79%	84%

Source: IPEDS Data Center

Four-Year Graduation Rates, FY22 (Fall 2018 cohort)					
Institution(s)	N	Overall	African American	Hispanic	Pell
SMCM	1	60%	37%	42%	62%
Bacc A&S	44	65%	54%	62%	60%

Source: Higher Education Data Sharing Consortium

For six-year graduation rates, the most recent comparison data available (FY21) reveal that SMCM’s overall rate (73%, for the 2015 entering cohort) equaled or exceeded that of other COPLAC, Maryland public and private, and peer (primarily private) institutions. SMCM’s six-year rate for African American, Pell recipients, and need-based aid recipients also met or exceeded rates at these comparison institutions. Similar to the four-year rates described above for the same entering cohort, SMCM’s Hispanic students graduated at higher six-year rates than students at COPLAC or Maryland public institutions, but fell behind the rates at Maryland private and peer institutions. *(Source: IPEDS Data Center)*

Six-Year Graduation Rates, FY21 (Fall 2015 cohort)							
Institution(s)	N	Overall	Students of Color	African American	Hispanic	Pell	Need-Based Aid
SMCM	1	73%	64%	69%	58%	76%	69%
COPLAC	28	53%	45%	42%	46%	48%	50%
MD Public	11	49%	47%	46%	48%	46%	47%
MD Private	9	67%	60%	54%	65%	65%	66%
Peer	12	73%	69%	62%	69%	70%	72%
Aspirant	6	89%	88%	85%	88%	81%	86%

Source: IPEDS Data Center

Objective 2.3: The second-year retention rate continues to fluctuate, falling slightly to 82% in FY23. While still not meeting the target, this year’s retention rate still exceeds many benchmarks.

Peer Benchmarks: Based on the most recent data available (FY22), SMCM’s first-to-second year retention rate last year (85%) exceeded those of other public liberal arts colleges (COPLAC institutions, average = 70%), Maryland public four-year institutions (average = 73%), Maryland private institutions (average = 78%), and peer institutions (average = 83%), many of which are private. Retention rates at private aspirant institutions averaged 93% in FY20, above SMCM’s aspirational target but underscoring how important it is to remain competitive with those institutions. (Source: IPEDS Data Center)

Objective 2.4: SMCM continues to work to maintain a diverse faculty and staff. Gender parity was once again achieved for both faculty and staff in FY23. Racial and ethnic diversity targets were reset to 33% last year to match the goal for diversity of the student body. SMCM has been making slow but steady progress toward this goal in the faculty; recent efforts to advance cluster hiring (the Ross Fellows initiative) and diversify search processes are expected to assist with continuing to improve toward the target. The percent of staff who are people of color is on track to meet the target within the next few years.

Objective 2.5: Between FY14 and FY20, SMCM met or exceeded the target of an entering class that contains 20% transfer students each year, but the percentage fell to 17% in FY21 and has remained under the target since then. This is directly related to the enrollment challenges at community colleges since the pandemic. We will continue to focus on recruiting a strong incoming class of transfer students.

Objective 2.6: Among transfer students, the four-year graduation rate (70%, Fall 2019 entering students graduating by Summer 2023) met the target, while the three-year graduation rate (56%, Fall 2020 entering students graduating by Summer 2023) fell below the target after four years of exceeding it. Transfer students who entered in Fall 2020, at the height of the pandemic, likely experienced particular challenges to persistence that can also be seen in the low projection for this cohort’s four-year graduation rate (2024 Est., 64%). However, analysis of all transfer students’ degree progress suggests that this is a localized drop, as other projections for three- and four-year graduation rates remain high over the next two years. Continued development and refinement of articulation agreements with Maryland two-year institutions will facilitate transfer

students' timely progress toward the baccalaureate degree.

Peer Benchmarks: Benchmark information for transfer student four-year rates is available from IPEDS, but with quite a delay. The most recently available data is from transfer students who entered during 2013-14 and graduated by 2017. In that year, SMCM's four-year graduation rate for transfer students (62%) was the lowest among SMCM's most recent six years (SMCM average 71%), but still exceeded the average rates for Maryland public and private four-year institutions (51%) and COPLAC institutions (52%). Transfer students at peer institutions averaged a 71% four-year graduation rate, on par with SMCM's six-year average, and the average at aspirant institutions was 89%. (*Source: IPEDS Data Center*)

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

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

Objective 3.2: Both four-year and six-year graduation rates among students receiving need-based aid (Pell grant or Stafford loan) were low this year, similar to other cohort groups as discussed above for Objective 2.2. Given the particularly sensitive financial situation of students receiving need-based aid, this gap warrants increased attention. On the other hand, the leading indicator of retention to the second year, while not meeting the target of 90%, was higher than previous years at 84% and was above the all-student level of 82%.

Peer Benchmarks: Similar to findings for graduation rates among Pell recipients, SMCM's six-year graduation rate for students receiving need-based aid (69% in FY21, most recent comparison data available) was well above that of other COPLAC institutions (50%), Maryland public institutions (47%), and Maryland private institutions (66%), and approached the FY20 rate at peer institutions (72%). (*Source: IPEDS Data Center*)

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

Objectives 4.1, 4.2, 4.3, and 4.4: Community service participation in FY21 did not meet the target for the fourth time in five years after many years of consistently higher levels. It is unclear whether this is a lingering effect of the pandemic, changes in student priorities, or related to the availability of community service opportunities. SMCM's 2023-26 strategic plan contains a pillar focusing on community engagement, and specifically outlines a plan to expand community leadership and service opportunities for students. Internship participation decreased to below 40% after several years at 40% or higher, but is expected to recover and grow over the next few years as students move through the professional skills component of the LEAD Initiative. Both the six-month employment rate (67%) and the six-month continuing education rate (28%) for the Class of 2022 met the specified target, indicating that SMCM graduates are successful after graduation.

Peer Benchmarks: Benchmarks for the six-month employment and continuing education rate come from the nationally administered First Destination Survey, and are for Carnegie Baccalaureate Arts & Sciences institutions. For the Class of 2021, the most recent graduating class for which benchmark data is available, SMCM’s employment rate was 61% and the national rate was 68%, while SMCM’s continuing education rate was 35% and the national rate was 21%. The total Career Outcome Rate (rate of graduates with a “positive career outcome”, such as employment, continuing education, fellowship, or service experience) for the SMCM Class of 2021 was 97%, exceeding the national rate of 92%. Again, these numbers support the interpretation that SMCM graduates are just as successful as college graduates nationwide, and are more likely than similar college graduates nationwide to choose to continue their education (rather than enter the job market) just after graduation. (Source: National Association of Colleges and Employers (NACE) *First Destinations for the Class of 2021 Report*)

B. Response to Commission Questions

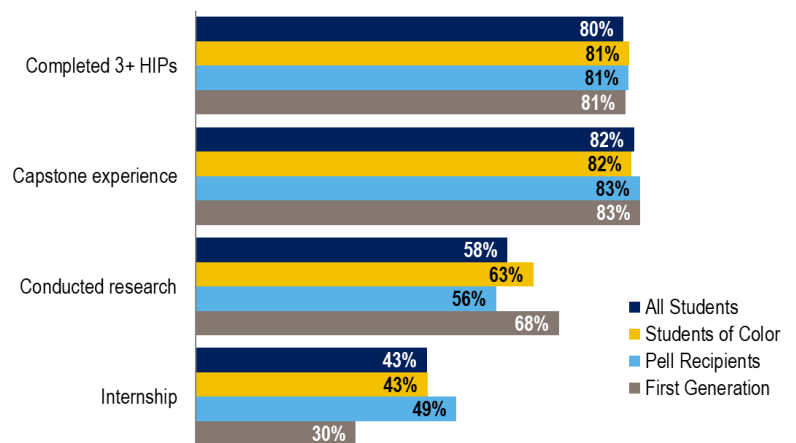
Identifying Long-term Equity Gaps:

- **What are the largest long-term equity gaps that exist in student access, success, and innovation in your institution? Please note the long-term equity gaps refers to the inequities that existed long before the COVID-19 pandemic and persisted over the years.**
- **How are these equity gaps uncovered/discovered/identified at your institution and how are they shared with your community?**
- **What interventions have been implemented to eliminate these gaps?**

SMCM is committed to providing access to a rigorous liberal arts education to all students. The Office of Institutional Research and Planning routinely monitors disaggregated data to assess equity in student access, success, and innovation. These data are shared with the community via the public web site, presented to the Board of Trustees, and communicated during Town Hall-style meetings with faculty and staff.

As discussed above in Goal 2, diversity goals in the entering class have been met or exceeded for a number of years and have recently been reset to be even more ambitious. Tuition has been frozen at 2019 levels for the past four years to help provide affordable access to more students and their families. SMCM prioritizes completion of high-impact practices among all students, and works to make these accessible and affordable. The graph at right shows that students of color, low-income students (Pell students), and first generation students complete many of the same high-

Equity in High-Impact Practices (HIPs) at SMCM (5-yr average)

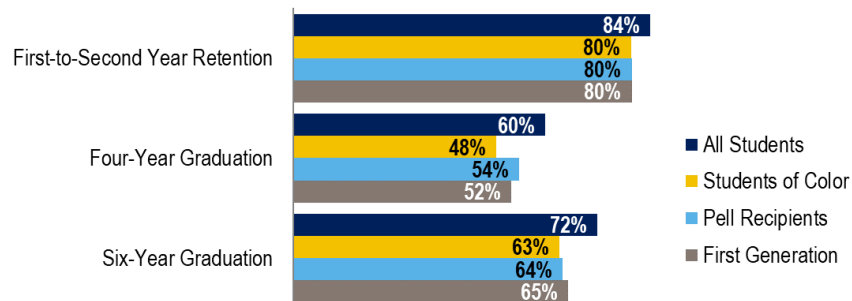


impact practices at the same or even higher rates than the general student population. Internships and study abroad (not shown) are less frequently completed among first generation students; these are the more expensive experiences both in terms of actual financial cost and loss of other income opportunities. In response, SMCM has expanded opportunities for paid internships on and off campus, and has committed to increasing scholarships for international experiences.

Gaps do exist in retention and graduation rates, as discussed under Goal 2 in the previous section and as shown at right. Program such as the DeSousa-Brent Scholars Program, the Landers Scholars Program, and the Sum Primus (“I am first”) Program are designed to provide additional support, mentoring, and opportunities for students in

at-risk groups. In addition, SMCM has implemented a “16 to Succeed” campaign which emphasizes the importance of attempting 16 credits each semester (along with other meeting other academic milestones) in order to facilitate timely graduation. Students, advisors, and staff are informed of the importance of these milestones for retention and graduation – and their particular importance for students from historically underrepresented and/or marginalized groups at SMCM – through email messages, announcements, and flyers, and each semester advisors receive a comprehensive data set on each of their advisees that includes progress on meeting academic milestones. Finally, the recent Ross Fellows cluster hire initiative successfully recruited six new tenure-track faculty members across a range of disciplines with pedagogical expertise in supporting students from historically underrepresented and/or marginalized groups, and stipends are available to any faculty member to support pedagogical innovation and the development of more equitable teaching and grading practices.

Student Outcomes at SMCM (5-yr average)



Measuring Equity Gaps:

- **How has your institution used disaggregated data to identify equity gaps in students’ educational opportunities and outcomes?**
- **What stakeholder engagement (students, faculty, staff, etc.) is used to collect and review this data?**
- **Does your institution set goals/benchmarks in regard to the elimination of equity gaps? If so, what steps does your institution take to ensure accountability in meeting the established goals/benchmarks of equity?**

SMCM examines disaggregated data on retention, graduation rates, participation in high-impact practices, and overall course success. These data are gathered from multiple sources, including the student information system, transcripts, surveys of faculty and teaching staff, input from offices such as the Center for Career and Professional Development and the Office of International Education, and surveys of graduating students and alumni. As discussed in the previous answer, the data are shared publicly and internally via a number of mechanisms. Beginning in FY22, academic departments also engage in an annual review of program data that

includes equity markers, and are asked to address gaps and propose interventions.

SMCM has set ambitious goals for the elimination of equity gaps. As seen on the MFR, for example, goals for six-year graduation rates are set at the same level for all students regardless of identity. The 2023-26 strategic plan sets a similar goal of equal first-to-second year retention across all groups. Other goals in the strategic plan include the development of a Student Success Center, establishment of new onboarding programs and support teams for new students, improvements to early alert and intervention systems, and an emphasis on mentoring and fostering students' sense of belonging at SMCM. Progress toward these goals will be monitored regularly and reported to the campus community, the President, and the Board of Trustees. Further accountability discussions take place at executive, divisional, and departmental levels. The Vice President for Equity and Strategic Initiatives will lead such discussions and provide guidance to identify acceptable, consistent equity goals and steps toward achieving them.

St. Mary's College of Maryland

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VISION

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

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

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

- Obj. 1.1** All graduating students will participate in at least two high-impact practices, and at least 80 percent of the graduating class will participate in at least three high-impact practices. High-impact practices are defined by the Association of American Colleges & Universities (AAC&U).
- Obj. 1.2** Maintain a full-time faculty of which 98 percent have terminal degrees. Maintain the proportion of undergraduate credit hours taught by full-time faculty at 88 percent annually.
- Obj. 1.3** Maintain an environment that promotes individual contact between faculty and students by maintaining a student-faculty ratio of no more than 12 to 1.

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Percent of the graduating class successfully completing at least two high-impact practices	100%	99%	95%	97%	99%	100%	100%
Percent of the graduating class successfully completing at least three high-impact practices	87%	82%	72%	76%	83%	83%	83%
Percent of all full-time faculty who have terminal degrees	98%	98%	98%	97%	96%	98%	98%
Percent of undergraduate credit hours taught by full-time faculty	88%	87%	82%	80%	84%	84%	84%
Undergraduate student to faculty ratio	10:1	9:1	9:1	10:1	10:1	10:1	10:1

St. Mary's College of Maryland

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

Obj. 2.1 Recruit a qualified and diverse entering class with the following attributes: Average high school grade point average (GPA) of at least 3.40 (4 point scale), enrollment of students from historically underrepresented racial/ethnic groups at least 33 percent, out of state student enrollment of at least 10 percent, students from first generation households enrollment of at least 20 percent, and Pell Grants disbursed during their first semester student enrollment of at least 20 percent.

Obj. 2.2 Achieve and maintain 4-year graduation rates for all students (70 percent), students from all historically underrepresented racial/ethnic groups (65 percent), African-American students (65 percent), Hispanic students (70 percent), all first generation students (65 percent), and all students with a Pell Grant disbursed during their first semester (65 percent). Achieve and maintain 6-year graduation rates at 80 percent for all students and all student subgroups, including students from all historically underrepresented racial/ethnic groups, African-American students, Hispanic students, first-generation students, and students with a Pell Grant disbursed during their first semester.

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Average high school GPA	3.38	3.38	3.44	3.45	3.50	3.49	3.49
Percent of entering first year class who identify as members of	25%	34%	32%	31%	31%	30%	32%
Percent of entering first year class who originate from outside of Maryland	7%	6%	9%	11%	13%	15%	16%
Percent of entering first year class from first generation households	21%	23%	25%	21%	25%	28%	25%
Percent of entering first year class receiving Pell Grants disbursed during their first semester	17%	22%	24%	18%	20%	21%	21%
Four-year graduation rate for all students	64%	60%	58%	60%	56%	62%	64%
Four-year graduation rate for students from historically	52%	49%	44%	41%	50%	51%	57%
Four-year graduation rate for African-American students	51%	48%	38%	37%	41%	56%	58%
Four-year graduation rate for Hispanic students	53%	44%	44%	42%	52%	55%	48%
Four-year graduation rate for all first generation students	60%	53%	44%	57%	44%	53%	58%
Four-year graduation rate for students with a Pell Grant disbursed during their first semester	60%	58%	43%	58%	46%	58%	64%
Six-year graduation rate for all students	77%	72%	73%	71%	68%	70%	65%
Six-year graduation rate for students from historically	69%	67%	64%	60%	54%	53%	56%
Six-year graduation rate for African-American students	70%	51%	69%	59%	44%	45%	51%
Six-year graduation rate for Hispanic students	70%	74%	58%	50%	52%	58%	56%
Six-year graduation rate for all first generation students	69%	64%	71%	63%	58%	66%	53%
Six-year graduation rate for students with a Pell Grant disbursed during their first semester	69%	62%	76%	65%	48%	69%	59%

St. Mary's College of Maryland

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

Obj. 2.4 The College will strive for diversity in the faculty and staff so that the composition reflects the aspired diversity of the student body. The aspirant goals for full-time faculty and staff will be: 33 percent from historically underrepresented racial/ethnic groups and 50 percent women.

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

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

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
First to second-year retention rate	82%	85%	83%	85%	82%	81%	83%
Percent of all full-time tenured or tenure-track faculty who identify as members of historically underrepresented racial/ethnic groups	18%	15%	16%	18%	19%	21%	23%
Percent women of all full-time tenured or tenure-track faculty	51%	52%	51%	50%	50%	50%	50%
Percent of all full-time (non-faculty) staff who identify as members of historically underrepresented racial/ethnic groups	30%	28%	27%	30%	27%	30%	33%
Percent women of all full-time (non-faculty) staff	57%	57%	57%	58%	61%	60%	60%
Percentage of entering fall class who are transfer students	22%	21%	17%	18%	15%	13%	15%
3-year graduation rate for all transfer students	62%	69%	68%	64%	56%	68%	81%
4-year graduation rate for all transfer students	74%	69%	74%	74%	70%	64%	74%

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

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

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

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Average percent of first-time full-time degree-seeking student need met by awarding need-based aid	73%	78%	84%	78%	78%	80%	80%
First-to-second year retention rate for students receiving need-based aid in the first semester	80%	81%	79%	87%	84%	83%	85%
Four-year graduation rate for students receiving need-based aid in the first semester	59%	56%	54%	54%	46%	58%	67%
Six-year graduation rate for students receiving need-based aid in the first semester	78%	68%	69%	64%	63%	63%	54%

St. Mary's College of Maryland

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

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

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

Obj. 4.3 The rate of employment within six months of graduation will be at least 67 percent.

Obj. 4.4 The rate of continuing education (at any level) within six months of graduation will be 25 percent.

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Percent of graduating seniors who will have performed community service while at SMCM	69%	63%	50%	39%	37%	40%	45%
Percent of graduating seniors who fulfilled a paid or unpaid internship	40%	45%	44%	47%	38%	40%	45%
Employment rate of graduates within six months of graduation	62%	58%	53%	61%	67%	67%	67%
Percent of graduates continuing their education (at any level) within six months of graduation	28%	30%	34%	35%	28%	30%	30%