

Education Article § 14-404(e)(3)

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 (*Aligned with State Plan Goals*)

Goal 1: Ensure a high quality and rigorous academic program. (*Success, Innovation*)

Objective 1.1: SMCM places intentional emphasis on student completion of high-impact practices (HIPs), setting aggressive targets and providing opportunities to meet them. Students in the Class of 2024 completed a record number of HIPs (average of 4 experiences per student and 95% completed three or more), meeting or surpassing both targets (100% completing at least two and 80% completing at least three HIPs). This increase likely reflects both the first full class to graduate under the LEAD curriculum, which emphasizes experiential learning, and continued recovery from the decline of two pandemic-affected graduating classes. SMCM continues to actively 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](#).

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. Full-time faculty continue to teach the great majority (86%) of undergraduate credit hours. Since 2020 there has been an increase in part-time faculty, largely due to SMCM's engagement of expert practitioners in a variety of fields to teach courses in the professional pathways course sequence of the LEAD curriculum. Students benefit from learning with these professionals while taking the majority of their traditional coursework with full-time faculty. Finally, the undergraduate student-faculty ratio has been at 10:1 for the past three years, below the target of 12:1 and more financially sustainable than the 9:1 ratio reported in 2020 and 2021. The increase in part-time faculty teaching the professional pathways courses has contributed to keeping the student-faculty ratio low; without those adjunct faculty, the ratio would be approximately 10.5:1.

Peer Benchmarks: According to the most recent available data (Fall 2022), SMCM has the lowest (most favorable for the student experience) student-faculty ratio (10:1) among the traditional four-year public institutions in Maryland, which average 14:1. The SMCM student-faculty ratio is fourth lowest among the 28 Council of Public Liberal Arts Colleges (COPLAC) institutions, which also average 14:1; and is on par with Maryland private institutions and peer institution's average of 10:1, and aspirant institutions which average 9:1. (Source: IPEDS Data Center)

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

Objective 2.1: The percentage of incoming students who identify as students of color has remained at or above 30% for the past five years, a substantial and sustained improvement from about a decade ago when the percentage averaged only 20% (data not shown). Over the next two years, we expect to meet the target of 33% which was reset two years ago. Entering class targets were exceeded for first generation college students for the seventh consecutive year, for the out-of-state population for the third consecutive year, and for Pell recipients for the fourth out of the past five years. Encouragingly, the percentage of out-of-state students has slowly been rising and is expected to hold steady 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 (3.49, unweighted) continues to surpass the target of 3.40, and is projected to hold steady at this level with the next entering class.

Objective 2.2: Both four-year graduation rates (Fall 2020 cohort graduating by Summer 2024) and six-year graduation rates (Fall 2018 cohort graduating by Summer 2024) were below targets for all groups. Note that graduation targets for students of color, African American students, first generation students, and Pell recipients were reset to aspirational levels two years ago 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 groups. Reaching certain early academic milestones is crucial for students to make timely progress toward their degree, and we will be implementing additional ways for advisors and academic support staff to support student attainment of these milestones by students. In addition, we will continue to offer online courses during both the Summer and Winter terms to provide students with a convenient means of earning additional credits in between the traditional fall and spring semesters, and to explore how to make these terms more accessible. For entering first generation students, we continue to support the growth of the *Sum primus* ("I am first") program which offers extended pre-orientation activities, focusing on academic, financial, social, and cohort-building activities. Finally, SMCM's strategic plan, [*The Rising Tide*](#), contains 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 student advising and degree-planning experiences.

Peer Benchmarks: Based on the most recent national comparison data available (FY20), SMCM's overall four-year graduation rate (60% for the 2016 entering cohort graduating by 2020) exceeded or equaled those of other COPLAC institutions and other Maryland public and private four-year institutions, and was close to 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 and Hispanic students were often above the corresponding rates at other COPLAC and Maryland public and private institutions but fell below the comparison rates at 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 42 Baccalaureate Arts & Sciences institutions (all private) that participate in the Higher Education Data Sharing Consortium ([HEDS](#)). These data are three years more recent than IPEDS (2019 cohort graduating by 2023) and additionally include Pell student data. These comparisons reveal that SMCM’s four-year graduation rates for all groups lag behind these private institutions, similar to the findings in IPEDS when compared with peer and aspirant institutions. *(Sources: As shown in tables below)*

Four-Year Graduation Rates, FY20 (Fall 2016 cohort)					
Institution(s)	N	Overall	Students of Color	African American	Hispanic
SMCM	1	60%	49%	48%	44%
COPLAC	28	40%	33%	29%	35%
MD Public	11	31%	28%	26%	30%
MD Private	9	60%	55%	46%	58%
Peer	12	65%	60%	55%	60%
Aspirant	6	86%	82%	83%	81%

Source: IPEDS Data Center

Four-Year Graduation Rates, FY23 (Fall 2019 cohort)					
Institution(s)	N	Overall	African American	Hispanic	Pell
SMCM	1	56%	41%	52%	48%
Bacc A&S	42	63%	52%	59%	59%

Source: Higher Education Data Sharing Consortium

For six-year graduation rates, the most recent comparison data available (FY22) reveal that SMCM’s overall rate in that year (71%, for the 2016 entering cohort) equaled or exceeded that of other COPLAC, Maryland public and private, and peer (primarily private) institutions. As shown below, SMCM’s six-year rates for African American, Pell recipients, and need-based aid recipients also met or exceeded rates at COPLAC and Maryland public institutions, but were more variable in comparison to Maryland private and peer institutions. *(Source: IPEDS Data Center)*

Six-Year Graduation Rates, FY22 (Fall 2016 cohort)							
Institution(s)	N	Overall	Students of Color	African American	Hispanic	Pell	Need-Based Aid
SMCM	1	71%	60%	59%	50%	65%	64%
COPLAC	28	52%	46%	41%	47%	47%	49%
MD Public	11	49%	47%	46%	51%	46%	47%
MD Private	9	67%	64%	55%	68%	65%	66%
Peer	12	72%	69%	63%	69%	69%	70%
Aspirant	6	90%	87%	88%	86%	88%	89%

Source: IPEDS Data Center

Objective 2.3: The second-year retention rate continues to fluctuate, falling slightly to 81% in FY24. While still not meeting the target, this year’s retention rate still exceeds many benchmarks, and retention is a key focus of *The Rising Tide* strategic plan.

Peer Benchmarks: Based on the most recent data available (FY23), SMCM’s first-to-second year retention rate last year (82%) continued to exceed those of COPLAC institutions (average = 71%), Maryland public four-year institutions (average = 72%), Maryland private institutions (average = 76%), and peer institutions (average = 81%), many of which are private. Retention rates at aspirant private institutions averaged 92%, supporting SMCM’s aspirational target of 90%. (Source: IPEDS Data Center)

Objective 2.4: SMCM continues to work to maintain a diverse faculty and staff. Gender parity was slightly down in FY24 for the first time in seven years but is expected to return in FY25. Employee diversity targets were reset to 33% two years ago to match the student diversity goal, and this goal was nearly met this year (31%) for full-time staff. SMCM has been making slow but steady progress toward this goal in the faculty; 60% of the ten newly hired faculty in FY25 are faculty of color, and recent efforts to advance an inclusive learning environment (the Ross Fellows cluster hire initiative) and diversify search processes are expected to assist with continuing to improve toward the target.

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. We believe this is directly related to the enrollment challenges at community colleges – SMCM’s primary source of transfer students – since the pandemic, and we will continue to devote resources toward recruiting transfer students, such as the establishment of a Director of Transfer Recruitment, Admission, and Services position and bringing together transfer services into one unit in 2023.

Objective 2.6: Among transfer students, the three year-graduation rate (62%, Fall 2021 entering students graduating by Summer 2024) exceeded the target for the fourth time in five years, while the four-year graduation rate (62%, Fall 2020 entering students graduating by Summer 2024) fell below the target after three years of exceeding it. It is likely that transfer students who entered in Fall 2020, at the height of the pandemic, experienced particular challenges to persistence, as seen in this cohort’s similarly low three-year graduation rate last year (56%). However, analysis of all transfer students’ degree progress suggests that this is a localized drop for the Fall 2020 cohort,

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 2014-15 and graduated by 2018. In that year, SMCM's four-year graduation rate for transfer students (70%) met or exceeded the average rates for Maryland public (50%) and private four-year institutions (68%), COPLAC institutions (53%), and peer institutions (71%). The average at aspirant institutions was 90%. (*Source: IPEDS Data Center*)

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

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 Direct 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%, remained steady at 83% and was above the all-student level of 82%.

Peer Benchmarks: Discussed under Objective 2.2 above.

Goal 4: Increase student contributions to the Maryland community and to the state and national workforce. (*Success, Innovation*)

Objectives 4.1, 4.2, 4.3, and 4.4: Community service participation in FY21 did not meet the target for the fifth year in a row 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 current strategic plan contains a pillar focusing on community engagement, and specifically outlines a plan to expand community leadership and service opportunities for students. As part of the plan, a Director of Community Relations position was created and filled in 2024. Internship participation recovered from the decline of previous years with 49% participation which surpassed the 45% target. This is likely attributed to the continued expansion of the professional skills component of the LEAD curriculum and expanded support for internships both on and off campus. The six-month employment rate slightly declined this year (65%); however, there was an increase in the six-month continuing education rate (30%) for the Class of 2023, which continued to surpass the target. Together, these shifts suggest that SMCM graduates remain on target for success after graduation; a total of 95% of graduates are either employed or continuing their education, consistent with the past two years.

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 2022, the most recent graduating class for which benchmark data is available, SMCM’s employment rate was 67% and the national rate was 68%, while SMCM’s continuing education rate was 28% and the national rate was 20%. 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 2022 was 96%, exceeding the national rate of 91%. These numbers illustrate that SMCM graduates enjoy a high rate of post-graduate success, 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 2022 Report*)

B. Response to Commission Questions

1. In reviewing your institutional metrics regarding completion, what specific initiatives is your institution implementing to increase completion rates? Please provide a brief narrative on their impact of those initiatives on completion rates.

The College has instituted several initiatives in a mindful effort to increase completion rates.

- Analysis of retention and graduation data among SMCM students revealed strong positive impacts of several common academic milestones which are associated with increases in completion rates ranging from 9 to 35 percentage points compared to students who did not complete the milestones. These increases are even greater among students from underrepresented groups. Identification of these most impactful milestones led to the implementation of a “16 to Succeed” campaign which has been promoted to students and advisors beginning in Fall 2021, encouraging students to take and complete 16 credits each semester. An annual academic majors and minors fair was implemented in 2021 to increase awareness of academic options. Since then, the percentage of students meeting each milestone has increased, as shown in the table below, as has retention to the second year.

<i>Milestone (% meeting)</i>	<i>FA21 cohort</i>	<i>FA22 cohort</i>	<i>FA23 cohort</i>
Attempt 16 credits 1 st semester	90%	95%	96%
Attempt 16 credits 2 nd semester	69%	75%	80%
Complete 32 credits 1 st year	49%	53%	61%
Declare major 4 th semester	69%	71%	75%
Retention to Second Year	82%	83%	86% (prelim)

- The recent addition of a compressed, online Winterim term in 2020-21 has expanded opportunities for students to catch up on credits and fulfill missing requirements. Analysis of Winterim supports its success in advancing degree completion. The percentage of students who were on track for graduation increased by 75% after Winterim in 2022, while the percentage of students behind on credits decreased by 40%.

- Several initiatives in the College’s strategic plan, [*The Rising Tide*](#), focus on supporting student completion rates. These include an emphasis on wellness (physical, social, and mental); expansion of student support teams and a student success center; cultivation of a sense of belonging; and additional financial support for high-impact practices such as international experiences, internships, and research and creative experiences.

2. Does your institution have specific goals regarding the success of transfer students? How have those goals been identified and how are they measured?

The College monitors graduation rates of transfer students at the three-year and four-year mark. Goals are for 60% of transfer students to graduate within three years, and 70% within four years. As discussed above, SMCM has met these goals for the majority of the past five years and is on track to continue to meet them over the next few years. Recently this analysis has been expanded to investigate persistence and completion patterns among transfer students at varying incoming GPA levels, in order to identify where support resources can best be directed. To support transfer students, in 2023 SMCM established a Director of Transfer Recruitment, Admission, and Services position and brought together transfer services into one unit, and will be redesigning the new transfer student orientation programs.

3. In reviewing your institutional metrics regarding equity gaps (in either access or completion), what is the biggest challenge your institution faces as it attempts to eliminate those gaps?

SMCM is committed to supporting the State’s goals of access, success, and innovation, all three of which figure prominently in our mission statement. We are proud to offer a rigorous liberal arts education with a low student-to-faculty ratio at a fraction of the cost of small private liberal arts colleges, our closest programmatic peers. Our identity as the National Public Honors College underscores our commitment to provide access to a high-quality education. However, our biggest challenge in meeting these goals is resources, both financial and human capital. Offices such as the Office of Student Success Services, the Wellness Center, the Office of Student Life, the Office of Accessibility Services, and the Office of Equity Programming struggle with not having sufficient staff positions to expand their student support and enrichment programs to better address equity gaps.

4. How does your institution ensure that graduates leave with employable skills? What kind of opportunities do you provide (i.e. internships, co-op programs, practicums, professional development workshops, industry partnerships and advisory boards, and career counseling and advising services)?

St. Mary’s College of Maryland ensures graduates leave with employable skills through a combination of courses, coaching, and connections offered by the Center for Career & Professional Development (CCPD), such as:

- **Professional Pathway Courses:** Part of the LEAD curriculum, this three-semester course sequence prepares students for the transition from college to career, focusing on career-readiness competencies identified by the National Association of Colleges and Employers (NACE).

- **Internship Opportunities:** These provide hands-on professional experience, allowing students to apply classroom knowledge in real-world settings. Internships can be paid or unpaid, for credit or not, and can take place on or off campus.
- **Career Coaching:** Career coaching for college students is designed to help them navigate the transition from academia to the professional world, and is offered in such areas as career discovery, resume building, interview preparation, job search strategies, and soft skills in professional development.
- **Career & Internship Fairs:** Held twice a year, these fairs host employers from local, regional, national, and international organizations. Attendance is required for students in the professional pathway courses as part of their professional development.
- **Employer Visits, Networking Events, and Panels:** The college hosts on-campus employer visits, and brings students to employers for day-in-the-life experiences and networking. Additionally, CCPD hosts leaders from specific career fields to meet with students, share their experiences, and provide mentoring opportunities.
- **Mentor-a-Seahawk:** The program connects students with alumni professionals to provide networking opportunities as well as career guidance and advice, including mock interviews, resume reviews and industry insights.

5. Please use the template below and provide a comprehensive list of current and forthcoming **federal grants** awarded to your institution that are **specifically focused on student success**. For example, grants that allow for specialized scholarships (e.g., S-STEM), grants that support initiatives to enhance the curriculum (e.g., Ideas Lab), grants that support faculty development in pedagogy (e.g., Institutes for Higher Education Faculty), grants that improve academic achievement, grants that address achievement gaps, etc. In the list please include the funder, the grant name, the name of the project, the award amount, and the start/end dates of the project.

Funder Name (e.g. National Science Foundation, Institute of Education Science)	Grant Name	Funded Project Name	Award Amount	Start Date	End Date
National Science Foundation	REU	Archaeological Investigations of Colonial Maryland	\$ 368,278	4/1/2020	12/31/2024
National Science Foundation	RCN-UBE	Biologists and Graph Interpretation: Professional development for an online curriculum to foster data literacy and value diverse	\$ 10,000	10/15/2021	9/30/2026
Maryland Department of Education	Postsecondary Education Improvement Fund	Catalyzing Marine Science	\$ 900,000	9/1/2022	8/31/2025
National Science Foundation pass-thru Skidmore College	IUSE	Developing Scientific Practices with Flexible and Inclusive Course-Based Undergraduate Research Experiences Utilizing Paper	\$ 52,883	10/1/2022	9/30/2025
National Science Foundation	RCN-UBE	Faculty Fellow in the Malate Dehydrogenase CUREs Community	\$ 2,350	9/1/2023	9/30/2026
American Association for the Advancement of Science	Science and Technology Policy Fellowship	Science and Technology Policy Fellowship	\$ 94,199	9/1/2023	8/31/2025
National Science Foundation	IUSE	Developing Modernized Data Science Instruction in Psychology Curricula	\$ 297,988	7/15/2023	6/30/2026
National Science Foundation	IUSE	Collaborative Research: Broadening Instructional Innovation in the Chemistry Laboratory through Excellence in Curriculum	\$ 1,017,324	2/15/2024	1/31/2029

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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	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Percent of the graduating class successfully completing at least two high-impact practices	99%	95%	97%	99%	100%	100%	100%
Percent of the graduating class successfully completing at least three high-impact practices	82%	72%	76%	83%	95%	95%	95%
Percent of all full-time faculty who have terminal degrees	98%	98%	97%	96%	93%	95%	95%
Percent of undergraduate credit hours taught by full-time faculty	87%	82%	80%	84%	86%	86%	86%
Undergraduate student to faculty ratio	9:1	9:1	10:1	10:1	10:1	10:1	10:1

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.

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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	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Average high school GPA	3.38	3.44	3.45	3.50	3.49	3.50	3.50
Percent of entering first year class who identify as members of historically underrepresented racial/ethnic groups	34%	32%	31%	31%	30%	32%	33%
Percent of entering first year class who originate from outside of Maryland	6%	9%	11%	13%	14%	12%	14%
Percent of entering first year class from first generation households	23%	25%	21%	25%	28%	22%	25%
Percent of entering first year class receiving Pell Grants disbursed during their first semester	22%	24%	18%	20%	22%	20%	20%
Four-year graduation rate for all students	60%	58%	60%	56%	61%	65%	66%
Four-year graduation rate for students from historically underrepresented racial/ethnic groups	49%	44%	41%	50%	50%	59%	61%
Four-year graduation rate for African-American students	48%	38%	37%	41%	59%	62%	49%
Four-year graduation rate for Hispanic students	44%	44%	42%	52%	50%	52%	65%
Four-year graduation rate for all first generation students	53%	44%	57%	44%	53%	53%	58%
Four-year graduation rate for students with a Pell Grant disbursed during their first semester	58%	43%	58%	46%	56%	64%	61%
Six-year graduation rate for all students	72%	73%	71%	68%	70%	65%	69%
Six-year graduation rate for students from historically underrepresented racial/ethnic groups	67%	64%	60%	54%	54%	56%	59%
Six-year graduation rate for African-American students	51%	69%	59%	44%	45%	51%	68%
Six-year graduation rate for Hispanic students	74%	58%	50%	52%	58%	56%	53%
Six-year graduation rate for all first generation students	64%	71%	63%	58%	67%	55%	58%
Six-year graduation rate for students with a Pell Grant disbursed during their first semester	62%	76%	65%	48%	69%	59%	64%

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

Obj. 2.4 The College will strive for diversity in the faculty and staff so that the composition reflects the aspired diversity of the student body. The aspirant 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	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
First to second-year retention rate	85%	83%	85%	82%	81%	86%	86%
Percent of all full-time tenured or tenure-track faculty who identify as members of historically underrepresented racial/ethnic groups	15%	16%	18%	19%	21%	23%	25%
Percent women of all full-time tenured or tenure-track faculty	52%	51%	50%	50%	48%	50%	50%
Percent of all full-time (non-faculty) staff who identify as members of historically underrepresented racial/ethnic groups	28%	27%	30%	27%	31%	33%	33%
Percent women of all full-time (non-faculty) staff	57%	57%	58%	61%	60%	60%	60%
Percentage of entering fall class who are transfer students	21%	17%	18%	15%	14%	15%	17%
3-year graduation rate for all transfer students	69%	68%	64%	56%	62%	76%	82%
4-year graduation rate for all transfer students	69%	74%	74%	70%	62%	69%	80%

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

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

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

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Average percent of first-time full-time degree-seeking student need met by awarding need-based aid	78%	84%	78%	78%	82%	80%	80%
First-to-second year retention rate for students receiving need-based aid in the first semester	81%	79%	87%	84%	83%	85%	85%
Four-year graduation rate for students receiving need-based aid in the first semester	56%	54%	54%	46%	57%	64%	65%
Six-year graduation rate for students receiving need-based aid in the first semester	68%	69%	64%	63%	63%	54%	65%

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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	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Percent of graduating seniors who will have performed community service while at SMCM	63%	50%	39%	37%	40%	42%	45%
Percent of graduating seniors who fulfilled a paid or unpaid internship	45%	44%	47%	38%	49%	50%	50%
Employment rate of graduates within six months of graduation	58%	53%	61%	67%	65%	67%	67%
Percent of graduates continuing their education (at any level) within six months of graduation	30%	34%	35%	28%	30%	30%	30%