

Memorandum

To: Members of the Saint Mary's College Community
From: Mark Figueroa, Director of Institutional Research
Date: December 12, 2005
Subject: Traditional Undergraduate Retention and Graduation Rate Report

Please find attached the most recent data on retention and graduation rates for traditional undergraduate students at Saint Mary's. In addition to summary information on all students, the report contains disaggregated data by IPEDS (Integrated Postsecondary Education Data Systems) ethnic group classification, students admitted with Honors at Entrance and students admitted through the High Potential Program.

A few key data points of interest:

- 1) Over the period of 1994 to 2004, the overall four-year graduation rate has remained relatively consistent, fluctuating from a low of 54% for the graduating class of 1995 to a high of 64% for the class of 2001.
- 2) The six-year graduation rate, a commonly used rate in higher education research, for all students has also varied little over the past decade, ranging from a low of 64% for the entering class of 1991 to a high of 70% for the entering class of 1993.
- 3) Six-year graduation rates, by ethnic group, compare to other Private Master's I and Baccalaureate Liberal Arts Colleges and Universities*, as follows:

Entering Class of 1996	Private Master's I Institutions**	Private Liberal Arts Institutions**	Saint Mary's College
All students	57.1 %	72.2%	65.7%
Asian American	54.0%	77.7%	56.8%
African American	42.1%	55.0%	60.0%
Latino	43.3%	68.2%	68.5%
White	62.0%	74.0%	68.8%
International	50.8%	72.3%	40.9%

Saint Mary's achieves higher graduation rates, than those at Master's I institutions, for all student groups, except international students. However, the College's overall graduation rate is lower than that of Baccalaureate Liberal Arts institutions, as well as lower for Asian American, White and International Students.

- 4) For the entering class of 1996, students admitted with Honors at Entrance and through the High Potential Program had an 80% and 59% six-year graduation rate, respectively. However, the High Potential Program did see a decrease to 37% for the entering class of 1999, when the program doubled its new student class. More recent data for similar sized classes show greater levels of retention.

Please feel free to contact me with any question or comments regarding the data.

* Carnegie Foundation for the Advancement of Teaching, Institutional Classification, 2000

** Comparative institutional-type data from the Department of Education, available in tabular form at <http://chronicle.com/weekly/almanac/2005/nation/0101404.htm>