TOPIC: Institutional Reports on Progress in Closing the Achievement Gap.

COMMITTEE: Education Policy

DATE OF COMMITTEE MEETING: September 16, 2010

SUMMARY: On December 7, 2001 the Board of Regents approved the System-wide Plan for Minority Achievement, 2001-2010, and directed the presidents to prepare institutional minority achievement plans. Those plans were developed and received by the Board on July 10, 2002. Between June 2004 and May 2005, institutional reports were compiled and submitted as the USM's response to the Maryland Higher Education Commission's (MHEC) request for institutional minority achievement initiatives to be included in the Maryland OCR Partnership Agreement Report for 2005. The June 5, 2007 report to the Board encompassed summary information on the status of institutional plans and actions for academic years 2003-2004 through 2005-2006.

In November 2007, the USM hosted a statewide conference of political, community, business, and education leaders to set a course for Maryland to cut in half the achievement gap by 2015 and eliminate it by 2020. As a follow-up to the conference, Chancellor William Kirwan asked the USM's 10 undergraduate-degree-granting institutions to develop achievement gap strategies that include institutional data analysis and needs assessments, along with specific goals and timelines to reduce the gap between low-income and high-income students, under-represented minority students and majority students, and African-American males and white males. Each institution was provided with data on 1) USM retention and graduation rates and 2) institution-specific retention and graduation rates to develop their plans. Thus, in 2008-2009, each institution began work planning and implementing an Achievement Gap Strategy. During 2009-2010, each submitted its first annual report on USM institutional progress during the past year on closing the achievement gap. Each report defined the achievement gap at that institution and provided a description of institutional initiatives to close the achievement gap.

This report is a summary of those initial institutional reports. The Committee will receive annual updates on progress in addressing the achievement gap through the target date of 2020. Copies of the complete institutional reports are available to the Regents upon request.

ALTERNATIVE(S):   This is an information item only.

FISCAL IMPACT: This is an information item only.

CHANCELLOR'S RECOMMENDATION: This is an information item only.

COMMITTEE RECOMMENDATION: Received as information.   DATE: September 16, 2010

BOARD ACTION: DATE:

SUBMITTED BY: Irwin L. Goldstein (301) 445-1992   irv@usmd.edu

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University System of Maryland
Summary of
Institutional Achievement Gap Reports

submitted to the
Committee on Education Policy
Board of Regents

September 16, 2010

The USM Closing the Achievement Gap Initiative addresses the threat posed by the state's widening college retention and degree completion gap for lower income and under-represented (primarily African-American and Hispanic) students and the need to ensure that all Marylanders have the opportunity for educational attainment that leads to success. This effort is significant to the USM's important role in helping to develop a viable workforce to support and sustain Maryland's economic development.

In November 2007, the USM hosted a statewide conference of political, community, business, and education leaders to set a course for Maryland to cut The Gap in half by 2015 and eliminate it by 2020. Because of the conference, Chancellor William Kirwan asked the USM's 10 undergraduate degree-granting institutions to develop achievement gap strategies that include institutional data analysis and needs assessments, along with specific goals and timelines to reduce The Gap between low-income and high-income students, under-represented minority students and majority students, and African-American males and white males. Each institution was provided with data on 1) USM retention and graduation rates and 2) institution-specific retention and graduation rates to develop their plans. Thus, in 2008-2009, each institution began work planning and implementing an Achievement Gap Strategy. During 2009-2010, each submitted its first annual report on USM institutional progress during the past year on closing the achievement gap. Each institutional report detailed initiatives to close the achievement gap inclusive of the following areas:

      I.   Achievement Gap Defined
      II.   Institutional Initiatives

These areas vary considerably from one institution to another based on a host of variables related to mission, student demographics, resources, and programs. There is, however, significant overlap and redundancy since all institutions are dealing with similar achievement gap issues, though with different student subgroups.

Most of the approaches fall under the following five broad categories:

- ***Establishing early warning systems*** using interventions and longitudinal assessments;
- ***Implementing course redesign and improved assessments for base level courses in mathematics and English*** based on identified remedial needs and assessments of incoming students;
- ***Providing educational support systems for at-risk students admitted to USM institutions*** through bridge programs between high school and college; student preparedness assessments; creation of small group courses; and providing financial aid, housing support, and stipends for pre-admission programs;
- ***Creating vibrant learning communities*** that provide group housing to support pre-admits, establish mentoring opportunities with other students, and offer hands-on support to students throughout their education; and
- ***Increasing financial support*** through needs-based scholarships; financial aid to bridge The Gap between community colleges and USM institutions; and ongoing career development assistance through mentoring, internships, and networking.

The comprehensive status report developed by each individual institution is available for review in the USM Office of Academic Affairs.

This report, titled "Summary of USM Institutional Achievement Gap Reports," is a précis of the individual institutional efforts that defines The Gap and lists specific initiatives being developed to address it.

In general, USM institutions have made commendable and noteworthy efforts to implement initiatives through exceptional resourcefulness, reallocated funds, or through responsibilities being added to existing staff roles and responsibilities. Institutions are also applying for grants to obtain more resources to help with these efforts.

Also, as institutional efforts in these areas evolve, a more systematic approach to reporting these efforts is also emerging. Based on collaborations with the Education Trust and the US Education Delivery Institute (USEDI), institutions are developing a process to:

- indicate an institutional achievement gap trend data trajectory,
- set interim goals to track year-to-year progress,
- report student program participation data, and
- conduct annual assessments of the impact of initiatives and programs on closing The Gap.

Because of these efforts, each institution has developed a delivery team to coordinate and monitor efforts in collecting, interpreting, analyzing, and assessing data related to the achievement gap. These teams comprise representatives from academic affairs, faculty, student affairs, and institutional research. They work in close coordination with USM representatives from academic affairs and institutional research.

More about these efforts will be featured in the second annual set of institutional reports due in November, 2010.

For this summary report, the following pages contain for each institution, its definition of the achievement gap, data regarding that definition, and a list of the initiatives to address the achievement gap.

BOWIE

Definition of Gap
Bowie State University (BSU) defines the achievement gap as the difference in graduation rate between African-American students at BSU and all students in the University System of Maryland (USM) (Table 1).

Trend Data

Table 1
Bowie State University
Six-year Graduation Rate

	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001 As of Fall 2007	Fall 2002 As of Fall 2008	Fall 2003 As of Fall 2009
African-American BSU Students												
Cohort Size							379	302	337	560	517	711
6-yr Grad Rate	41%	37%	44%	42%	39%	39%	38%	39%	36%	38%	41%	40%
All USM Students												
6-yr Grad Rate	59%	59%	60%	62%	62%	65%	62%	61%	60%	64%	62%	62%
The Gap	**18%**	**22%**	**16%**	**20%**	**23%**	**26%**	**24%**	**22%**	**24%**	**26%**	**21%**	**22%**

Initiatives to Address the Gap
BSU's achievement gap initiatives include:
- implementing a new student orientation,
- providing comprehensive financial aid information,
- expanding counseling service and wellness center hours,
- reorganizing academic advisement,
- implementing school and department retention plans,
- offering a summer bridge program, and
- providing individual and small group tutoring.

COPPIN

Definition of Gap
Coppin State University (CSU) defines the achievement gap as the differences in retention and graduation rates between African-American first-time, full-time degree-seeking freshmen (FT-FTF) and (1) all African-American students in the USM and (2) all students in the USM (Table 2).

Trend Data

Table 2
Coppin State University
Six-year Graduation Rate

	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001 As of Fall 2007	Fall 2002 As of Fall 2008	Fall 2003 As of Fall 2009
African-American CSU FT-FT Freshmen												
Cohort Size	354	502	384	439	513	382	457	441	417	540	615	619
6-yr Grad Rate	22%	20%	26%	27%	29%	24%	26%	23%	20%	21%	16%	14%
All African-American USM Students												
6 –year Grad Rate	37%	37%	42%	41%	43%	44%	43%	46%	42%	40%	37%	39%
The Gap	15%	17%	16%	14%	14%	20%	17%	23%	22%	19%	21%	25%
All USM Students												
6-yr Grad Rate	59%	59%	60%	62%	62%	65%	66%	65%	64%	64%	62%	62%
The Gap	**37%**	**39%**	**34%**	**35%**	**33%**	**41%**	**40%**	**42%**	**44%**	**43%**	**46%**	**48%**

Initiatives to Address the Gap
CSU's achievement gap initiatives include:
- implementing the Summer Academic Success Academy (SASA),
- expanding first-year experience program,
- developing and implementing a Student Success Center,
- continuing the Honors College,
- establishing accelerated course scheduling,
- improving advising policies and practices,
- monitoring early warning progress through mid-term grades,
- implementing a Cohort Attack initiative,
- establishing a Center for Adult Learning and;
- holding open campus meetings to discuss student retention and graduation.

FROSTBURG

Definition of Gap
Frostburg State University (FSU) defines the achievement gap as the differences in graduation rates between FSU male and female students (Table 3).

Trend Data

Table 3
Frostburg State University
Six-year Male v Female Graduation Rates

	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001 As of Fall 2007	Fall 2002 As of Fall 2008	Fall 2003 As of Fall 2009
Male FSU Students												
Cohort Size							446	424	529	452	507	538
6-yr Grad Rate			46%	42%	41%	44%	43%	39%	39%	46%	39%	43%
Female FSU Students												
6-yr Grad Rate			55%	55%	53%	59%	54%	54%	56%	56%	57%	56%
The Gap			**9%**	**13%**	**8%**	**15%**	**9%**	**15%**	**17%**	**10%**	**18%**	**13%**

Initiatives to Address the Gap
Frostburg's achievement gap initiatives include:
- expanding learning communities to include all freshmen,
- implementing course redesign,
- providing supplemental instruction,
- offering extensive student support and tutoring services, and
- enhancing need-based financial aid.

SALISBURY

Definition of Gap

Salisbury University (SU) defines the achievement gap as the differences in graduation rates between African-American and all SU students; Hispanic and all SU students, and low-income and all SU students (Table 4).

Trend Data

Table 4
Salisbury University
Six-year Graduation Rates: African-American, Hispanic, and Low-income vs. All SU Students

	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001 As of Fall 2007	Fall 2002 As of Fall 2008	Fall 2003 As of Fall 2009
African-American SU Students												
Cohort Size							41	35	32	86	84	79
6-yr Grad Rate	61%	54%	60%	68%	55%	58%	54%	64%	60%	57%	56%	59%
All SU# students												
6-yr Grad Rate	70%	69%	74%	78%	74%	76%	72%	67%	67%	68%	69%	66%
The Gap	**9%**	**15%**	**14%**	**10%**	**19%**	**18%**	**18%**	**3%**	**7%**	**11%**	**13%**	**7%**
Hispanic SU Students												64%
All SU students												66%
The Gap												**2%**
Low-income SU Students												67%
All SU students												66%
The Gap												**-1%**
SU# = Only Salisbury University students as comparison												

Initiatives to Address the Gap

Salisbury's achievement gap initiatives include:

- offering intentional advising through the Early Warning Program,
- conducting math readiness assessment,
- providing mid-semester reporting on student performance,
- addressing failure and probation rates,
- piloting supplemental instruction, and
- offering learning communities and freshman seminar.

TOWSON

Definition of Gap

Towson University defines its achievement gap between graduation rates of first-generation and low-income students (FGLI) and those who are neither low-income nor first-generation students (Table 5).

Trend Data

Table 5
Towson University
First-Generation & Low-Income Six-Year Graduation Rates vs. All TU Students

	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Low-Income TU Students*												
Cohort Size	127	145	122	113	145	85	168	221	255	252	228	248
6-yr Grad Rate	50.4%	44.8%	61.5%	58.4%	59.3%							
All TU# students	1923	2101	1981	1910	2198	1753	2083	2318	2690	2654	2826	2398
6-yr Grad Rate	58.8%	57.6%	63.5%	66.1%	65.9%							
The Gap	**8%**	**13%**	**2%**	**8%**	**7%**							
1st Gen TU Students												
Cohort Size	351	404	355	344	422	338	371	458	499	500	560	455
6-yr Grad Rate	57.8%	51.0%	61.4%	65.1%	61.8%							
The Gap	**1%**	**7%**	**2%**	**1%**	**4%**							
First-Gen and Low-Income TU Students												
Cohort Size	52	51	43	48	60	34	69	94	106	102	87	96
6-yr Grad Rate	51.9%	39.2%	53.5%	64.6%	56.7%							
The Gap	**7%**	**18%**	**10%**	**2%**	**9%**							
*Low-income students = US Department of Education definition is 150% of the poverty mark												

Initiatives to Address the Gap

Towson's achievement gap initiatives include:

- implementing Strategies for Student Success Program (S3),
- implementing Students Achieve Goals through Education (SAGE) Program,
- implementing a Community Enrichment and Enhancement Partnership (CEEP),
- offering Top Ten Percent Program,
- offering First-Year Experience (FYE) Program, and
- developing an early warning system and block scheduling.

UB

Definition of Gap

University of Baltimore (UB) defines the achievement gap as the difference in graduation rate between African-American transfer students at UB and non-minority transfer students; in fall-to-fall retention rates between African-American first-time, full-time freshmen (FT-FTF) and non-minority FT-FTF; and in retention rates of African-American FT-FTF females and non-minority FT-FTF females at UB (Table 6).

Trend Data

Table 6
University of Baltimore
Graduation Rate

	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
									As of Fall 2007	As of Fall 2008	As of Fall 2009	As of Fall 2010
African-American UB Transfer Students*												
Cohort Size												191
6-yr Grad Rate												45%
All Non-minority UB Students												
Cohort Size												262
6-yr Grad Rate												56%
The Gap												

Initiatives to Address the Gap

The University of Baltimore (UB) is only in its second year of lower division students (freshmen and sophomores) so initiatives to address the gaps identified are still being developed.

UB's achievement gap initiatives include:
- developing a plan to address needs of transfer sophomores,
- evaluating feasibility of just-in-time responsive services for part-time working adults,
- developing study skills course for adults who have been out for long period of time,
- developing partnering initiative with community and business-based organizations,
- addressing issues related to retention and success of African-American women,
- developing an Early Alert System for tracking student attendance and achievement, and
- improving institutional research capabilities to gather data on closing achievement gap initiatives.

UMB

Definition of Gap[1]

The University of Maryland Baltimore defines the achievement gap as the difference in graduation rates in the School of Nursing's BSN program between minority and white students and between African-American and white students.

Trend Data

Table 3

Differences in graduation rates for BSN students admitted between Fall 2001 and Spring 2008 as compared to the graduation rates of undergraduate nursing students at two and three Years. Differences indicated are found between groups at each time.

Groups	Graduation Rate at 2 YR	Graduation Rate at 3 YR
African American	57.4***	76.7***
Caucasian	75.9***	88.8**
The Gap	18.5	12.1

*** p < .01, *** p < .001.*

Initiative to Address the Gap

UMB's achievement gap initiatives include:

The School of Nursing received a four-year, $988,199 grant, through the *Who Will Care Fund for Nurse Education* to establish a Student Success Center (SSC). The SSC will provide academic support to increase the retention and graduation rate of entry-level students in the Bachelor of Science in Nursing program. Features of the Student Success Center include:

- identifying at risk students early in their program and providing services to reduce barriers to success, and thus enable successful course and program completion,
- using student and faculty surveys of the SSC's services to evaluate performance and effectiveness,
- using a Student Success Center Advisory Council to provide guidance and support to the SSC,
- benchmarking of students' performance against the SSC's objectives in the two courses (Pathopharmacolgy and Adult Health Nursing) which have been identified as obstacles to the successful progression of some students, and
- offering Educator Institute workshops for faculty on how to identify students at risk.

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[1] UMB is primarily a graduate and professional campus. In fall 2009 UMB enrolled 6,382 students of which 844 were undergraduate students; the majority (697) was enrolled in the School of Nursing BSN program.

UMBC

Definition of Gap
The University of Maryland, Baltimore County (UMBC) defines it achievement gap as the differences in graduation rates for African-American full-time fall transfer students compared to White full-time fall transfer students; and between African-American male full-time fall transfer students and White male full-time fall transfer students (Table 7).

Table 7
University of Maryland, Baltimore County
Six-year Graduation Rates: African-American Transfers vs. White Transfers

Entry Cohort	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Six-year Graduation Rate *as of*	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2010	Fall 2011	Fall 2012	Fall 2013
African-American UMBC Full-time, Fall Transfer Students														
Cohort Size	140	130	127	144	152	163	168	176	157	167	163	152	201	193
Six-year Graduation Rate	47.1%	44.6%	54.3%	43.1%	44.1%	50.9%	54.2%	48.3%	47.8%					
White UMBC Full-time, Fall Transfer Students														
Cohort Size	556	504	464	455	422	452	419	429	423	490	399	389	444	457
Six-year Graduation Rate	54.3%	58.9%	58.2%	60.2%	60.0%	56.9%	63.2%	60.6%	63.4%					
The Gap (in percentage points)	**7.2**	**14.3**	**3.9**	**17.1**	**15.9**	**6.0**	**9.0**	**12.3**	**15.6**					
African-American UMBC Full-time, Fall Transfer Students, Male														
Cohort Size	51	43	42	56	48	58	63	54	63	67	53	62	82	93
Six-year Graduation Rate	47.1%	46.5%	54.8%	35.7%	33.3%	44.8%	49.2%	44.4%	42.9%					
White UMBC Full-time, Fall Transfer Students, Male														
Cohort Size	256	227	202	213	190	220	204	206	228	232	215	196	245	221
Six-year Graduation Rate	48.8%	55.9%	54.0%	54.9%	61.1%	53.2%	62.3%	60.7%	58.8%					
The Gap (in percentage points)	**1.7**	**9.4**	**-.8**	**19.2**	**27.8**	**8.4**	**13.1**	**16.3**	**15.9**					

Initiatives to address the Gap:
UMBC's achievement gap initiatives include:
- offering a Modified Introduction to University Honors seminar for transfer students,
- adding supplemental Instruction for courses which historically have been difficult for transfer student,
- extending Freshman-Year Intervention to include transfer students who are freshmen,
- strengthening Transfer Student Alliance, and
- improving orientation and advising.

UMCP

Definition of Gap
University of Maryland College Park (UMCP) defines the achievement gap as the gap that exists between students with low financial resources and all students; between minorities and all students; and between African-American males and all males (Table 8).

Trend Data
The following table provides trend data for one of the three definitions used by UMCP. The full UMCP report provides trend data on the other two definitions.

Table 8
University of Maryland College Park
Minorities versus All Students
Six-year Graduation Rate

	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001 As of Fall 2007	Fall 2002 As of Fall 2008	Fall 2003 As of Fall 2009
Minority UMCP Students*												
Cohort Size	472	606	676	740	748	794	723	743	673	743	669	773
6-yr Grad Rate	49.9%	46.9%	52.7%	50.8%	58.0%	58.8%	59.9%	66.8%	72.7%	69.6%	70.3%	70.9%
All UMCP Students												
6-yr Grad Rate	64.6%	64.0%	63.6%	64.8%	69.2%	70.7%	73.2%	76.5%	79.5%	79.9%	81.8%	81.7%
The Gap	**14.8%**	**17.1%**	**10.9%**	**14.0%**	**11.2%**	**11.9%**	**11.3%**	**9.7%**	**6.8%**	**10.3%**	**11.5%**	**10.8%**
*Minority = African-American, Native Indian & Hispanic												

Initiatives to Address the Gap
UMCP's achievement gap initiatives include**:**
- providing intensive supplemental instruction and tutoring through the Academic Achievement Programs a Mandatory Participation Program,
- providing academic and counseling support through the Intensive Educational Development program Mandatory Participation Program,
- providing academic and social support for low-income and or first generation high school students through the Student Support Services (TRIO) program,
- providing individual mentorship, special events skill development and close contact with important faculty through Achieving College Excellence (ACE),
- establishing brotherhood, scholarship, and retention of Black males through The Black Male Initiative,
- preparing primarily low-income, first-generation, and minority students to pursue doctoral studies through The Ronald E. McNair Post-Baccalaureate Achievement Program, and
- assisting Maryland resident poverty level students to attend college debt free through the Maryland Pathways Work Grant program

UMES

Definition of Gap
The University of Maryland Eastern Shore (UMES) defines the achievement gap as the differences in six-year graduation rates between UMES African-American students and white students in the USM and between UMES African-American males and white males in the USM (Table 9).

Trend Data

Table 9
University of Maryland Eastern Shore
Six-year Graduation Rates

	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001 As of Fall 2007	Fall 2002 As of Fall 2008	Fall 2003 As of Fall 2009
African American UMES Students												
Cohort Size								523	465	670	883	734	794
6-yr Grad Rate	36%	42%	43%	49%	51%	54%	50%	48%	40%	38%	37%	32%
All USM Students												
6-yr Grad Rate	59%	59%	60%	62%	62%	65%	66%	65%	64%	64%	62%	62%
The Gap	**23%**	**17%**	**23%**	**13%**	**11%**	**11%**	**16%**	**17%**	**24%**	**26%**	**25%**	**30%**
African-American UMES males								36%	38%	36%		
USM white males								55%	56%	57%		
The Gap								**19%**	**18%**	**21%**		

Initiatives to Address the Gap
UMES' achievement gap initiatives include:
- identifying academically "at-risk" students and providing interventions,
- establishing a leaning community for in-coming high-risk first-time full-time students,
- enhancing centralized process for identifying, monitoring, tracking, and providing academic/counseling support for students on probation,
- providing 24/7 online tutorial service, and
- implementing an academic advising plan that includes electronic degree audit.

UMUC

Definition of Gap
Given the mixed nature of University of Maryland University College's (UMUC) overall student population, we sought to define a starting cohort that would be marked by a level of homogeneity that would allow us to compare directly success rates of different target groups. Thus, for purposes of Achievement Gap tracking, UMUC defined its starting cohort as comprising all students who meet the following parameters:
- Students who enroll in UMUC as stateside (not overseas) students for the first time in a given fall term as degree-seeking students pursuing their first bachelor's degree; and
- Who re-enroll in the spring following first enrollment (to filter out those exploring online education or simply taking courses while waiting to enroll in traditional institutions); and
- Who transfer more than 60 credit hours from previous institutions attended (to account for the nature of our student body and our mission-driven emphasis on community college transfers).

This definition of the starting cohort is purposely designed to exclude students who enroll in UMUC on a transitory basis with no intention of completing a UMUC degree. Although serving these adult students is part of UMUC's mission, their transitory status is not consistent with the framework and intention of Achievement Gap reporting.

The defined starting cohort will provide the baseline for comparison with the following groups for measuring the Achievement Gap in retention and graduation rates:
- African-American students;
- Latino/Hispanic students;
- Male students;
- Female students (Table 10).

Trend Data

UMUC will track both retention and graduation over a ten-year period from first term of entry to reflect the extended period of time that it takes its part-time students to earn their degrees. Retention is defined as having re-enrolled in any of the three terms within the year (that is, in Spring or Summer or Fall), to account for temporary stop outs.

Table 10
University of Maryland, University College
Fall 2006, 2007, or 2008 Cohorts
Graduation Rates
(Retention Rates)

Fall 2006	Number In Cohort	1 year	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years	10 years
African-American	586	1% (100%)	8% (65%)	21% (50%)							
Hispanic	90	1% (100%)	7% (51%)	14% (49%)							
Males	741	2% (100%)	11% (59%)	24% (45%)							
Females	1208	2% (100%)	14% (74%)	29% (53%)							
All	**1949**	**2% (100%)**	**13% (51%)**	**27% (51%)**							

Fall 2007	Number In Cohort	1 year	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years	10 years
African-American	480	1% (100%)	10% (70%)								
Hispanic	89	3% (100%)	12% (54%)								
Males	710	1% (100%)	11% (59%)								
Females	1017	3% (100%)	16% (77%)								
All	**1727**	**2% (100%)**	**14% (70%)**								

Fall 2006	Number In Cohort	1 year	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years	10 years
African-American	548	1% (100%)									
Hispanic	91	0% (100%)									
Males	722	1% (100%)									
Females	1044	2% (100%)									
All	**1766**	**2% (100%)**									

Initiatives to Address the Gap
UMUC's achievement gap initiatives include:
- offering UMUC 411 Test-Drive an Online Learning Class (simulated online classroom),
- offering EDCP 100 Principles & Strategies of Successful Learning course,
- modifying Academic Advising (to focus on improving retention and graduation),
- implementing The Allies Mentoring Program (helps students with transitioning to UMUC), and
- offering more scholarships (15 different scholarships targeted to students in the defined cohort).

Conclusion

Institutional efforts to close the achievement gap require a consideration and coordination of initiatives involving of student recruitment, academic preparation, readiness for college, student enrollment, persistence, retention, and financial resources to enable graduation. It also requires a careful review and consideration of institutional relationships with the public schools from which its students come. In this first system-wide update on institutional efforts to close the achievement gap, the institutional initiatives undertaken present a generally substantive documentation of efforts.

However, several critical actions are underway that offer opportunities for considerable assessment of progress. In future reports, each institution will be asked to show trajectories for measuring progress based on interim goals it establishes. For each initiative, each institution must conduct an assessment and provide the results and appropriate modification of initiatives as may be appropriate. Each institution has already created a delivery team to coordinate and monitor efforts in data collection, interpretation, and analysis along with the assessment of the impact of each initiative to close the achievement gap. These teams comprise representatives from academic affairs, faculty, student affairs, and institutional research. USM staff members from Academic Affairs and Institutional Research are meeting with delivery teams to provide guidance in the development of trajectories, interim goals, and assessment.

Institutional reports in subsequent years will provide data-driven information that is descriptive and analytical, with stated intermediate goals related to the overarching goal, and a summary assessment of the impact of each initiative on the retention and graduation of targeted student subgroups.

SUMMARY OF ACHIEVEMENT GAP ACTIVITIES

The USM Closing the Achievement Gap Initiative addresses the threat posed by the state's widening college retention and degree completion gap for lower income and under-represented (primarily African-American and Hispanic) students and the need to ensure that all Marylanders have the opportunity for educational attainment that leads to success. This effort is significant to the USM's important role in helping to develop a viable workforce to support and sustain Maryland's economic development.

TIME LINE OF ACHIEVEMENT GAP ACTIVITIES

November 2007
The USM hosted a statewide conference of political, community, business, and education leaders to set a course for Maryland to cut the gap in half by 2015 and eliminate it by 2020.

Spring 2008
Chancellor Kirwan asked the USM's 10 undergraduate degree-granting institutions to develop Achievement Gap Strategies that included institutional data analysis and needs assessments, along with specific goals and timelines to reduce the gap between low-income and high-income students, under-represented minority students and majority students, and African American males and white males.

Each institution was provided with data on 1) USM retention and graduation rates and 2) institution-specific retention and graduation rates for their use in developing their plans.

Fall 2008 – Spring 2009
Each institution began work planning and implementing an Achievement Gap Strategy. As part of this process, each institution appointed a delivery team unit to guide institutional efforts that included representatives from academic affairs, faculty, student affairs, and institutional research. They work in close coordination with USM representatives from academic affairs and institutional research. Each institutional delivery team unit is expected to coordinate and monitor efforts in collecting, interpreting, analyzing, and assessing data as a significant step toward reducing the achievement gap.

Fall 2009 – Spring 2010
Each campus submitted their first annual report on USM institutional progress during the past year on Closing the Achievement Gap. Each campus report detailed institutional initiatives to close the achievement gap inclusive of the following areas:

      I.   Achievement Gap Defined
     II.   Institutional Initiatives

Most of the approaches fall under the following five broad categories:

- *Establishing early warning systems* using interventions and longitudinal assessments;
- *Implementing course redesign and improved assessments for base level courses in mathematics and English* based on identified remedial needs and assessments of incoming students;
- *Providing educational support systems for at-risk students admitted to USM institutions* through bridge programs between high school and college; student preparedness assessments; creation of small group courses; and providing financial aid, housing support, and stipends for pre-admission programs;
- *Creating vibrant learning communities* that provide group housing to support pre-admits, establish mentoring opportunities with other students, and offer hands-on support to students throughout their education; and
- *Increasing financial support* through needs-based scholarships; financial aid to bridge the gap between community colleges and USM institutions; and ongoing career development assistance through mentoring, internships, and networking.

Several institutions required a few iterations to specify data and achievement gap needs, but as of July 2010, all campuses have submitted complete reports.

Summer, 2010
Chad Muntz, Ben Passmore, and John Wolfe have visited or will visit each institutional delivery team unit to discuss expectations concerning data for the next annual report due November, 2010.

These data discussions are based on collaborations with the Education Trust and the US Education Delivery Institute (USEDI). The expectations are that the next report will include information as follows:

- indicate an institutional achievement gap trend data trajectory,
- set interim goals to track year-to-year progress,report student program participation data, and
- conduct annual assessments of the impact of initiatives and programs on closing the gap.

September 2010
A summary report of the activities will be presented to the Board of Regents Education Policy Committee. This report is a short summary of the individual institutional efforts.
For each institution, the following will be provided: its definition of the achievement gap, data regarding that definition, and a list of the initiatives to address the achievement gap.

November 2010
The second annual report is due from each institution.

The Chancellor's Office and Academic Affairs will analyze these reports and provide feedback both to the President of each institution and the Delivery Team Unit of each institution.

September 8, 2010

TENTATIVE FORMAT
November 2010
ACHIEVEMENT GAP REPORTS

1. Institutional Definition of the Achievement Gap

2. Graph showing institutional trend data for student subgroups indentified as having a gap (EXAMPLE 1, ATTACHED)

3. Bulleted Summary of Initiatives implemented to close the achievement gap including data on participants in each initiative

4. Highly summarized assessment of each initiative (Show changes, if any, based on your assessment)

5. Statement of Intermediate goals to get to overarching goal of cutting the achievement gap in half by 2015 (Show the proposed glide path: EXAMPLE 2, ATTACHED)

September, 2010

Trend Data Format

Name of Institution
Six-year Graduation Rates:
Gap Student Group Defined by Institution[1] vs. Student Group Comparator(s)[2]

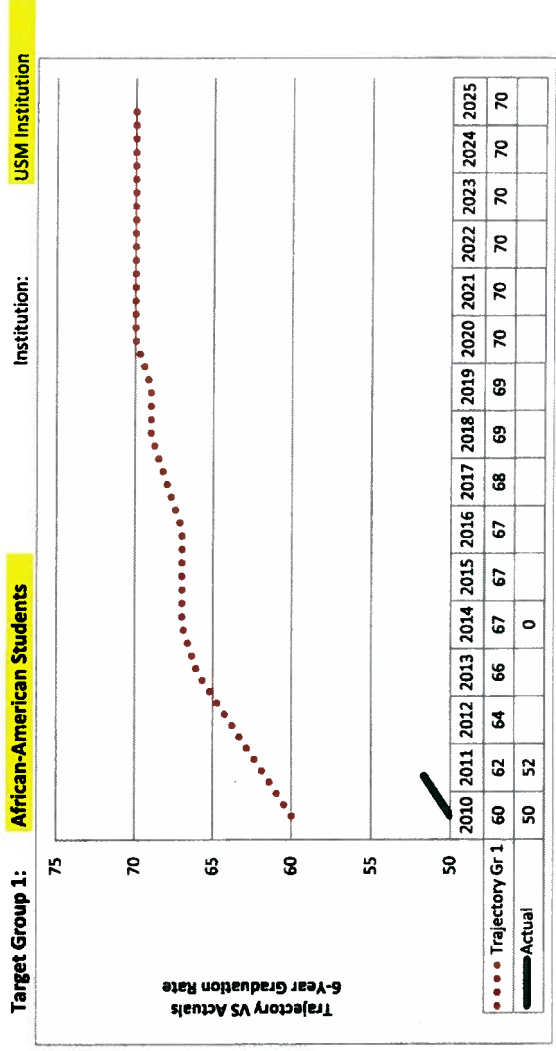|	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001 As of Fall 2007	Fall 2002 As of Fall 2008	Fall 2003 As of Fall 2009	Fall 2004 As of Fall 2010
Gap Students Identified by Institution												
Cohort Size												
6-yr Grad Rate	54%	60%	68%	55%	58%	54%	64%	60%	57%	56%	59%	
Comparator Students												
6-yr Grad Rate	69%	74%	78%	74%	76%	72%	67%	67%	68%	69%	66%	
The Gap[3]	**15%**	**14%**	**10%**	**19%**	**18%**	**18%**	**3%**	**7%**	**11%**	**13%**	**7%**	
Other Gap[4] Students Identified by Institution												64%	
Comparator Students												66%	
The Gap												2%	
Other Gap Students Identified by Institution												67%	
Comparator Students												66%	
The Gap												-1%	

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[1] Students identified by institution as having an Achievement Gap
[2] Students used as the comparison group. Can be within the institution or across USM
[3] The Gap = difference between graduation rate of comparison group and graduation rate of gap students identified by the institution
[4] Other students identified by institution as having an Achievement Gap

Target Group 1: African-American Students   Institution: USM Institution

Trajectory VS Actuals
6-Year Graduation Rate

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Trajectory Gr 1	60	62	64	66	67	67	67	68	69	69	70	70	70	70	70	70
Actual	50	52			0											

EXAMPLE 2