







**Table 2. Six-year graduation rate for students with low financial resources versus all students**

		<b>Low Financial Resource Students**</b>		<b>All Students</b>	
		<b>Cohort Size</b>	<b>6 yr grad rate</b>	<b>6 yr grad rate</b>	<b>The GAP</b>
As of Fall 2009	Fall 2003	1010	73.1%	81.7%	8.6%
As of Fall 2010	Fall 2004	974	74.3%	81.5%	7.2%
As of Fall 2011	Fall 2005	856	76.1%	81.8%	5.7%
As of Fall 2012	Fall 2006	846	77.7%	82.0%	4.3%

\*\* Low resource students are a subset of all new freshmen students and are defined as having completed the FAFSA and had a parental contribution of less than \$8,000

**Table 3. One-year Retention rate for students with low financial resources versus all students**

Entering Cohort	Low Financial Resource Students**		All Students	
	Cohort Size	1 yr retention rate	1 yr retention rate	The GAP
Fall 2004	974	91.1%	92.5%	1.4%
Fall 2005	856	90.1%	94.5%	4.4%
Fall 2006	846	89.5%	93.9%	4.4%

\*\* Low resource students are a subset of all new freshmen students and are defined as having completed the FAFSA and had a parental contribution of less than \$8,000

**Table 4. Six-year graduation rates for Hispanic students versus all students**

Table 4. Six-year graduation rates for Hispanic students versus all students					
	Hispanic			All Students	
	Cohort	Cohort Size	6 yr grad rate	6 yr grad rate	the GAP
	Fall 1992	124	50.0%	64.6%	14.6%
	Fall 1993	142	49.3%	64.1%	14.8%
	Fall 1994	164	53.7%	63.6%	9.9%
	Fall 1995	183	57.9%	64.8%	6.9%
	Fall 1996	188	60.6%	69.2%	8.6%
	Fall 1997	206	65.0%	70.7%	5.7%
	Fall 1998	199	67.8%	73.2%	5.4%
	Fall 1999	205	66.3%	76.5%	10.2%
	Fall 2000	187	78.6%	79.5%	0.9%
	Fall 2001	211	71.1%	80.0%	8.9%
	Fall 2002	211	75.8%	81.8%	6.0%
	Fall 2003	243	72.0%	81.8%	9.8%
	Fall 2004	220	75.5%	81.5%	6.0%
<b>CHANGE IN FEDERAL RACE CATEGORIES OCCURS BEYOND THIS POINT</b>					
As of Fall 2011	Fall 2005	261	72.0%	81.9%	9.9%
As of Fall 2012	Fall 2006	314	79.0%	82.0%	3.0%

**Table 5. One-year retention rates for Hispanic students versus all students**

		Hispanic		All Students	
	Cohort	Cohort Size	1 yr retention rate	1 yr retention rate	the GAP
	Fall 1992	124	82.3%	84.8%	2.5%
	Fall 1993	142	78.2%	86.1%	7.9%
	Fall 1994	164	82.9%	85.5%	2.6%
	Fall 1995	183	86.9%	87.0%	0.1%
	Fall 1996	188	83.5%	87.6%	4.1%
	Fall 1997	206	84.5%	88.3%	3.9%
	Fall 1998	199	88.9%	90.1%	1.1%
	Fall 1999	205	85.4%	90.7%	5.3%
	Fall 2000	187	92.5%	91.5%	-1.0%
	Fall 2001	211	86.7%	91.9%	5.2%
	Fall 2002	211	91.9%	92.7%	0.7%
	Fall 2003	243	89.7%	92.5%	2.8%
	Fall 2004	220	90.5%	92.5%	2.1%
<b>CHANGE IN FEDERAL RACE CATEGORIES OCCURS BEYOND THIS POINT</b>					
	Fall 2005	261	85.4%	91.7%	6.3%
	Fall 2006	314	91.7%	92.6%	0.9%
	Fall 2007	318	92.5%	94.0%	1.5%
As of Fall 2009	Fall 2008	283	91.5%	93.1%	1.6%
As of Fall 2010	Fall 2009	275	94.2%	95.2%	1.0%
As of Fall 2011	Fall 2010	295	93.9%	94.5%	0.6%
As of Fall 2012	Fall 2011	359	92.8%	93.9%	1.2%

**Table 6. Six-year graduation rates for African-American students versus all students**

		African-American		All Students	
	Cohort	Cohort Size	6 yr grad rate	6 yr grad rate	the GAP
	Fall 1992	344	49.7%	64.6%	14.9%
	Fall 1993	460	46.3%	64.1%	17.8%
	Fall 1994	508	52.6%	63.6%	11.0%
	Fall 1995	543	49.2%	64.8%	15.6%
	Fall 1996	546	57.7%	69.2%	11.5%
	Fall 1997	576	56.4%	70.7%	14.3%
	Fall 1998	513	57.3%	73.2%	15.9%
	Fall 1999	524	67.6%	76.5%	8.9%
	Fall 2000	474	70.7%	79.5%	8.8%
	Fall 2001	522	68.8%	80.0%	11.2%
	Fall 2002	449	67.9%	81.8%	13.9%
	Fall 2003	517	70.8%	81.8%	11.0%
	Fall 2004	511	69.1%	81.5%	12.4%
<b>CHANGE IN FEDERAL RACE CATEGORIES OCCURS BEYOND THIS POINT</b>					
As of Fall 2011	Fall 2005	552	73.4%	81.9%	8.5%
As of Fall 2012	Fall 2006	590	74.1%	82.0%	7.9%

**Table 7. One-year retention rates for African-American students versus all students**

	<b>African-American</b>		<b>All Students</b>		
	<b>Cohort</b>	<b>Cohort Size</b>	<b>1 yr retention rate</b>	<b>1 yr retention rate</b>	<b>the GAP</b>
	Fall 1992	344	81.4%	84.8%	3.4%
	Fall 1993	460	84.1%	86.1%	2.0%
	Fall 1994	508	83.1%	85.5%	2.4%
	Fall 1995	543	84.3%	87.0%	2.7%
	Fall 1996	546	84.4%	87.6%	3.2%
	Fall 1997	576	85.9%	88.3%	2.4%
	Fall 1998	513	84.6%	90.1%	5.5%
	Fall 1999	524	89.3%	90.7%	1.4%
	Fall 2000	474	87.8%	91.5%	3.7%
	Fall 2001	522	88.1%	91.9%	3.8%
	Fall 2002	449	88.6%	92.7%	4.1%
	Fall 2003	517	89.0%	92.5%	3.6%
	Fall 2004	511	86.9%	92.5%	5.7%
<b>CHANGE IN FEDERAL RACE CATEGORIES OCCURS BEYOND THIS POINT</b>					
	Fall 2005	552	88.9%	91.7%	2.8%
	Fall 2006	590	90.5%	92.6%	2.1%
	Fall 2007	523	94.8%	94.0%	-0.9%
As of Fall 2009	Fall 2008	514	91.2%	93.1%	1.9%
As of Fall 2010	Fall 2009	367	94.8%	95.2%	0.4%
As of Fall 2011	Fall 2010	509	93.9%	94.5%	0.6%
As of Fall 2012	Fall 2011	573	94.9%	93.9%	-1.0%

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

5. Succinct, but detailed summary of assessments of initiatives and corrective action(s) taken, as may be appropriate, if year-to-year progress is not on trajectory to achieve institutional goal. If no changes were warranted as a result of assessments, please specify.

### **Pre-College Programs**

Upward Bound, Math/Science Upward Bound (UB)  
Office of the Dean for Undergraduate Studies

Pre-College Programs provides opportunities for participants to succeed in their pre-college performance and ultimately in college. The Math and Science Program is designed to strengthen participants' math and science skills.

UB serves high school students who are either from low-income families or from families in which neither parent holds a bachelor's degree. Participants are from schools in Prince George's or Montgomery counties, or from a targeted school in Washington, D.C. During FY12, Pre-College Programs served 239 students (179 Upward Bound and 60 Upward Bound Math and

Science participants). The majority of the students are African American (152) or Latino students (37). The remaining 50 students identify as Asian, White, Native American, or other.

UB measures success by rates of high school graduation, college enrollment, and persistence in college. In FY12, the majority of the 64 UB seniors (98%) completed high school. College enrollment rates from this group were 93% (n = 61), indicating that Upward Bound students have the necessary academic skills needed, have passed standardized assessments, and have earned grade point averages needed to gain admission to post-secondary institutions. Traditionally, Upward Bound students persist in college at a higher rate than the national average reported rates, which is 45.4% according to ACT Institutional Data file, 2012. Five-year enrollment figures indicate that 96% (n = 288) of graduates are currently persisting in higher education.

### Pre-Transfer Advising

The Pre-Transfer Advising program provides pre-matriculation planning to potential transfer students by assessing students' readiness to transfer and provide estimates to four-year degree completion. Pre-Transfer Advisors work closely with local community college students and advisors, and offer assistance to any prospective transfer student prior to their application to the University. Prospective transfer students are more often first-generation and/or low-income, and African American or Latino than new freshman students. During FY12, advisors worked with 1,953 individuals through walk-in appointments, online chats, telephone meetings, or scheduled meetings. The website received 73,693 hits.

## **Academic Support for Targeted Populations**

### Academic Achievement Programs (AAP)

Office of the Dean for Undergraduate Studies

The purpose of the Academic Achievement Programs is to facilitate access and provide an opportunity for a college education to students who, if evaluated on traditional criteria, might not have access to the University of Maryland.

AAP includes three programs:

1. Intensive Education Development/Student Support System (IED/SSS): IED/SSS provides an admission option for high school seniors who display potential success at the college level, but who have not met the University's regular admission requirements. The Program provides students with opportunities to develop, improve, and expand upon basic skills in English, mathematics, and reading/study skills. IED/SSS provides comprehensive tutoring, academic advising, and financial aid and personal counseling along with a six-week Summer Transitional Program. During FY12, there were 450 students in the program. IED/SSS added a new program to boost male retention and graduation, the Male Success Initiative.

<b>New First-Time Full-Time Degree-Seeking Freshmen by Race/Ethnicity</b>	<b>All Students</b>	<b>AAP</b>	<b>% of Group Participating</b>
American Indian or Alaska Native:U.S.	5	1	20.0%
Asian:U.S.	544	12	2.2%
Black or African American:U.S.	573	42	7.3%
Foreign	111		0.0%
Hispanic:U.S.	359	29	8.1%
Native Hawaiian or O.P.I.	2		0.0%
Two or More:U.S.	155	7	4.5%
Unknown:U.S.	126	1	0.8%
White:U.S.	2114	9	0.4%
<b>Total</b>	<b>3989</b>	<b>101</b>	<b>2.5%</b>

2. McNair Program: The Ronald E. McNair Post-Baccalaureate Achievement Program is designed to prepare students who are primarily from low-income, first-generation, and traditionally underrepresented groups to pursue doctoral studies. Thirty-five students from the University of Maryland participated in the program during FY12. In order to create a fast track for future scholars, AAP developed the Pre-McNair Initiative partnership with the College of Behavioral and Social Sciences. At the 14<sup>th</sup> Annual McNair Conference, the University of Maryland hosted more than 250 student researchers from around the country.
3. Educational Opportunity Center (EOC): EOC provides assistance with admissions and financial aid to adult learners in the Prince George’s County community in order to improve entry and re-entry into secondary or post-secondary education. During FY12, EOC served 1,040 county residents.

Office of Multi-Ethnic Student Education (OMSE)

Office of the Chief Diversity Officer and Assistant Vice President

College Success Scholars, Soaring Achievers Program, and the OMSE Tutoring Program

1. The College Success Scholars (CSS) program provides structured personal, academic, and professional support to ensure a well-rounded experience and successful graduation of African American and Latino males. In FY12, there were 111 students participating. CSS offers weekly three- to five-hour study sessions, math and science review sessions, college success workshops, and one-on-one tutorial sessions. The Scholars are mentored and supported by upper-class students who serve as Team Leaders. There is a Parents’ Advisory Working Group and an Executive Board that meet regularly and are actively engaged in supporting the goals of the program.

Thirty-three of the 36 students who began the program in FY12 were retained to their second year. For the Fall 2007 cohort, 15 of the 19 students graduated fall of 2012, and four remaining students are enrolled and in good standing. For the Fall 2008 cohort, 17 of the 18 were retained after three years; five of them graduated by December 2012, and



ten remain enrolled in fall 2012 and in good standing. For the Fall 2009 cohort, 16 of 18 were retained after three years. For the Fall 2010 cohort, all 28 students were retained after two years.

2. The Soaring Achievers Program was developed to support the same population as College Success Scholars but in a scaled-down program. Fifteen students participated in FY12, and all were retained to their second year.
3. The Tutorial Program is a free, walk-in tutorial program that covers most key courses in writing, mathematics, biology, chemistry, and economics. Individual and small group tutoring sessions are available. During FY12, 1,863 students attended tutoring sessions, and fifty individuals attended review sessions. The majority of students who utilize the services are underrepresented minority students.

#### Nyumburu Cultural Center

Office of the Chief Diversity Officer and Assistant Vice President  
Black Male Initiative (BMI)

The mission of the Black Male Initiative Program (BMI) is to promote scholarship and brotherhood and to support the retention of African American males. The program offers two-hour monthly meetings, voluntary weekly study halls, and BMI Movie Nights that address academic concerns and challenges, as well as non-academic issues related to culture, finances, career aspirations, recreation, spirituality, and mental health. African American faculty, administrators, alumni, and community members attend the monthly student meetings to provide guidance and support to current students. During FY12, 275 first-time freshmen were sent regular announcements about BMI meetings, activities, and events. Upper-class Black/African students also received periodic correspondence about BMI events/activities. Six events were held, and approximately 18 students attended each event. A student voluntarily coordinated study halls with limited success. Average weekly study hall attendance was four students. Therefore, a student will likely be hired to monitor weekly study halls and tutorial sessions.

#### The University of Maryland Incentive Awards Program (UMIAP)

Office of the Chief Diversity Officer and Assistant Vice President

UMIAP provides a college education to young people from Baltimore City and Prince George's County high schools who have faced adverse life circumstances and prevailed. Each year, 24 students are selected to participate and receive tuition, fees, and room and board for four years.

Students attend regularly scheduled community meetings with fellow scholars and individual meetings with staff members throughout the academic year. All students are members of UMIAP committees that support different aspects of the program (i.e., community service projects, retreats, social excursions, etc.). UMIAP staff provided ongoing professional coaching. Faculty/staff mentors and peer mentors are assigned to each student to offer guidance and support. Parents are notified of UMIAP activities and program expectations through frequent written communication.

<b>Table 9. Incentive Award Participants-Fall 2011</b>			
<b>New First-Time Full-Time Degree-Seeking Freshmen by Race/Ethnicity</b>	<b>All Students</b>	<b>Participants</b>	<b>% of Group Participating</b>
American Indian or Alaska Native:U.S.	5	0	0.0%
Asian:U.S.	544	1	0.2%
Black or African American:U.S.	573	11	1.9%
Foreign	111	0	0.0%
Hispanic:U.S.	359	1	0.3%
Native Hawaiian or O.P.I.	2	0	0.0%
Two or More:U.S.	155	3	1.9%
Unknown:U.S.	126	1	0.8%
White:U.S.	2114	0	0.0%
<b>Total</b>	<b>3989</b>	<b>17</b>	<b>0.4%</b>

### Success at Maryland

Office of the Vice President for Student Affairs

Success at Maryland is a web-based and social media program that fosters individual empowerment and responsibility, and creates a culture of academic excellence among the Black male student community at UMD. Additional face-to-face activities enable Black male students to provide peer based academic and social support to each other. This program targets all Black male students at UMD (approximately 1,600 students), particularly those having academic difficulty. A student organization was created that promotes academic excellence and peer support through events and meetings and networking with existing major Black student organizations and fraternities. Virtual strategies have included creation of a new web site Success@Maryland staffed by students and use of Twitter and Facebook to advertise academic events and support initiatives.

### Center for Minorities in Science and Engineering (CMSE)

A. James Clark School of Engineering

The mission of the Center for Minorities in Science and Engineering is to provide programs and services to support the recruitment, retention, and graduation of underrepresented minority engineering students at the pre-college, undergraduate, and graduate levels. Programs include the Winter Student Leadership Retreat, First Friday, and the Louis Stokes Alliances for Minority Participation.

1. Winter Student Leadership Retreat Spring 2012: Through partnerships with public and private sector employers, the annual Winter Student Leadership Retreat engages underrepresented Science, Technology, Engineering, and Mathematics (STEM) undergraduates in two full days of professional and leadership development activities and workshops. Participants included 49 students from the University of Maryland and 49

other students from area four-year and community colleges. All students were Black, Latino, or Asian. Representatives of the CIA, Lockheed Martin, W.L. Gore, Accenture, and Northrop Grumman gave presentations, panel discussions, and interactive workshops on communications, teambuilding, leadership development, and professional development. Through mock interviews and resume critiques, students honed their job search skills.

2. **First Friday:** First Friday is a monthly lunch sponsored by CMSE for underrepresented undergraduate and graduate engineering students. First Friday lunches facilitate retention by building a supportive community among students and between students and the staff of the Center for Minorities in Science and Engineering. Students are introduced to employers and to other campus units or programs. During FY12, guests included representatives from the CIA, Northrop Grumman, and the McNair Undergraduate Research Program. Normally 20-50 students attend each lunch.
  
3. **Louis Stokes Alliances for Minority Participation (LSAMP):** The National Science Foundation funded University System of Maryland Louis Stokes Alliance for Minority Participation (USM LSAMP) Program is designed to assist students in developing the skills and learning the strategies that will guarantee their success in the fields of Science, Technology, Engineering, and Mathematics (STEM). As a result of this grant, students who attend the University of Maryland, College Park benefit from a unique combination of academic, financial, and social support systems. The Program has several components including:
  - A five-week residential Summer Bridge program that gives students a head start on their first year. Students take a 3-credit math course or workshop and a 1-credit chemistry and college success workshop, register for the fall semester, learn about campus resources, and interact with staff and faculty. Of the 18 students, 16 were ready for calculus by their first semester, 17 were retained after the first year, and 9 students earned a 3.0 or above.
  - Summer BRIDGE Undergraduate Mentor Program: Upper-level STEM students are selected to provide math and chemistry supplemental instruction sessions for participants in the Summer Bridge Program. These students live in the residence hall and also serve as mentors and resident assistants during the summer.
  - Academic Year Advising and Tracking: Coordinators meet with students in the Bridge Program to discuss issues, course selection, and upcoming events and activities. Students and staff discuss academic progress and strategies to overcome any difficulties or obstacles to the students' success.
  - Bridge Student Advisory Committee: The Bridge Advisory Committee was established to provide feedback to the Director of the Center for Minorities in Science and Engineering, the Director of the Louis Stokes Alliances for Minority Participation, and the Bridge Coordinator. This student committee met monthly

with the LSAMP staff to discuss ways to improve all aspects of the Bridge summer and academic year program.

- LSAMP Undergraduate Research Program (URP): Students are mentored by faculty to learn to conduct academic research, hone scientific writing skills, and learn about the graduate school application process. The URP culminates with the annual Research Symposium where students present their findings for faculty, campus administrators, and other students.
- UNIV 100-The Student in the University (Engineering My Success) for Bridge Freshmen: This is a 1-credit course that introduces students to University life. Students explore how to successfully bridge the gap between high school and the University.

### **Unique Financial Support Programs (Pathways)**

#### The Maryland Pathways Program Office of Financial Aid

Pathways guarantees that every Maryland state student from a family whose income is below the poverty line can graduate debt-free. These students, many of whom are the first in their families to attend college, are required to work 10 hours per week, maintain a full course load, and remain in good academic standing. Pathways helps to maximize federal and state financial aid grants and provide resources to bridge the gap between what these students need and what is available to cover their tuition and room and board for fall and spring semesters. During FY12, 51% of the students were first generation attendees, and 46% were underrepresented minorities. The median family income was \$21,459 with 94% of the students coming from annual family incomes of less than \$40,000.

### **Policies and Practices that Support all Students**

Transitional Advising Program: The Transitional Advising Program (TAP) is a retention initiative that provides comprehensive academic advising and academic support services to currently enrolled high credit (60+) students moving between colleges due to change in interest, inability to meet benchmarks, or lack of a sufficient GPA. TAP helps students identify and achieve their academic goals.

Student Success Office: The Student Success Office was created to assist in the retention and graduation of all students. The Student Success Office coordinates reenrollment, centralizes tutoring resources, coordinates data from exiting students, and leads other retention initiatives.

The Student Academic Success-Degree Completion Policy: The Student Academic Success-Degree Completion Policy (SAS-DCP) requires all students to develop four-year graduation plans and successfully complete benchmark courses within a certain timetable in order to remain in their major. If students do not meet benchmarks, they are required to find a more suitable major. This policy provides important planning activities for students, including allowing students to plan important co-curricular experiences that enhance their academic degree (study abroad, undergraduate research).

GPA 2.3 or below: The University has increased advising for students who have earned a 2.3 GPA and below. Additional support to these students may keep them from academic probation.

### **New Initiatives**

Business Academy

Robert H. Smith School of Business

The mission of the Business Academy at Smith is to develop students professionally, socially, and academically. The Business Academy is dedicated to helping members strengthen both their hard skills and soft skills while encouraging social development. The Business Academy is focused on creating a place where relationships may form and success can grow. Through fostering an environment that emphasizes growth, learning, and support, the Business Academy strives to be a paragon of excellence. Participants include all University of Maryland African American and Latino men who are interested in a career in business. Working one-on-one with the Academy students, Associate Dean Mullins will assist in the retention, social and professional development, and graduation of each participant. The program began in January 2013.