UNIVERSITY SYSTEM OF MARYLAND

UNIVERSITY OF MARYLAND EASTERN SHORE
"CLOSE THE ACHIEVEMENT GAP"
FOLLOW-UP REPORT – November, 2010

I. DEFINITION OF ACHIEVEMENT GAP

Definition 1a:
UMES established the first-to-second year achievement gap data by comparing white students in the USM who returned to the institution of entry with UMES African-American students returning to UMES.

Definition 1b:
The six-year graduation achievement gap was established by comparing the six-year graduation rate for all students in the USM system graduating from institution of entry compared to UMES African-American students graduating from UMES.

Definition 2:
The six-year graduation achievement gap for African-American males was established by comparing the six-year graduation for all students in the USM graduating from institution of entry as compared to UMES African-American male students graduating UMES.

II. TREND DATA

TREND DATA
University of Maryland Eastern Shore
Six-year Graduation Rates:
African-American Students[1] vs. All USM Students[2]

	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	Fall 2005 As of Fall 2011	Fall 2006 As of Fall 2012
African-American Students										
Cohort Size	544	523	465	670	883	734	794	753	867	1005
6-yr Grad Rate	45%	43%	43%	34%	37%	39%	32%	30%	31%	32%
Comparator Students: All USM Students										
6-yr Grad Rate	61%	62%	61%	60%	61%	62%	62%	62%	59%	60%
The Gap[3]	16	19	18	26	24	23	30	30	28%	28%
Other Gap Students[4]: African-American Males										
Cohort Size	204	184	192	236	329	281	315	307	314	356
6-yr Grad Rate	41%	41%	38%	28%	33%	36%	28%	28%	22%	30%
Comparator Students: All USM Students										
6-yr Grad Rate	61%	62%	61%	60%	61%	62%	62%	62%	59%	60%
The Gap	20	21	23	32	28	26	34	34	37	30

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[1] African American students graduating from UMES
[2] All USM students graduating from the institution of first-time entry
[3] The Gap = difference between the graduation rate of African-American students graduating from UMES and all USM students graduating from the institution of first-time entry
[4] The Gap = difference between the graduation rate of African-American males students graduating from UMES and all USM students graduating from the institution of first-time entry

III. BULLETED SUMMARY FY 11 INITIATIVES &
IV. SUMMARY OF ASSESSMENT

What has the institution determined to be the measures of success in closing the achievement gap?

The University developed a closing the GAP plan that was outcomes based and allowed for the measurements of the objectives. These objectives are as follows:

1. The mean SAT for first-time, full-time new admits has continued to increase from 857 (2010) to 880 (2012), full-time new admits.

   - The SAT mean for FY12 has increased to 863 (2012) from 855 (2010) for the 654 African-American students admitted.

2. By fall 2013, increase the annual return rate for first-time, full-time students entering fall 2012 from 69% to 75%.

   - The annual return rate for the 581 first-time, full-time African-American students in the fall 2011 was 69% is the results of more proactive intrusive outreach, this is a one percentage point increase from the previous year. A recruit-back campaign has continued to motivate students, who have "stopped out", to return to campus for the fall 2013 semester.

   - The Summer Enrichment Academy serviced 90 African-American students with a 76% success rate in developmental mathematics and 98% success rate in English 101. The overall program was restructured to include more of a Student Development foundation; thus, resulting in an increase in the overall success of students.

   - At the conclusion of fall 2012, the Tutoring Center served 457 (70%) of the 654 African American cohort. Of the 457 African American students served, 219 (48%) earned a letter grade of "A", 127 (28%) earned a letter grade of "B", and only 68 (15%) earned a letter grade of "C".

3. By spring 2012, maintain the fall 2011 to spring 2012 progression/success rates of African American students taking developmental mathematics courses at 60%.

   - Of the 493 African American students from the fall 2011 cohort enrolled in developmental mathematics, 274 (56%) successfully completed the course. The success rate of the students enrolled in the 2012 S*ummer Enrichment Academy* (90 students) in mathematics was 76%.

- In fall 2012, the number of students enrolled in developmental mathematics decreased from the previous year; however, the rate of success increased by two percentage points to 58%.

- In an attempt to have a positive impact on the student success rate in developmental mathematics, the university is completing its first year of *course redesign* for the developmental mathematics course.

- In an attempt to further our student success efforts, Student Affairs and Academic Affairs collaborated to have math professors hold office hours in the Center for Access and Academic Success (CAAS) where they provide supplemental instruction for math students. Preliminary results appear favorable, but it is too early to report final outcomes.

4. By June 2013, increase the spring 2013 success rates (GPA=2.0) for students on probation for fall 2012.

   This year has resulted in 457 African American students taking advantage of the Center for Access and Academic Success (CAAS) services. Data are being collected to identify the rate of success for these students. These data will not be available until after the spring 2013 semester.

5. By September 2013, increase the fall-to-fall persistence rate from 69% to 75% for first-time, full-time students from the fall 2012 cohort.

   - The fall 2011 and 2012 cohorts of African American students yield a 92% fall-to-spring return rate.

6. By June 2015, the six year graduation rate for new students entering the institution in fall 2009 will increase from the current rate of 41% to 55%.

   - The goal is ongoing until June 2015.

   - We partnered with the Office of the Registrar to launch an online degree audit system to assist with on-time graduation.

   - We provided advising training for all new faculty (25) and continuing faculty (200).

   - We have implemented cohort "Town Hall" meetings each semester to guide cohorts from one semester to the next.

The meeting allows students to address registration, financial aid, housing and personal matters.

- We have assigned professional advisors to each entering cohort, who is responsible for cohort meetings/needs.

- We assigned advisors to each entering freshman student prior to the beginning of the academic semester.

7. To increase the first-time, full-time African-American male cohort graduation rate from 28% to 41% by 2015.

- This goal is an ongoing process until 2015.

- The number of African-American males receiving bachelor's degrees from the University of Maryland Eastern Shore increased to 30% (2011) from 22% (2010).

- The Center for Access and Academic Success served a total of 209 African American male students for the fall 2012 semester. Of those students, 125 (60%) and 131 (63%) concluded the fall 2012 and spring 2013, respectively, in good academic standing with a GPA of 2.0 or above. *Note spring 2013 data is based on mid-term grades*

- The annual return rate for African-American males has increased from the fall 2007 cohort of 170 out of 274 (62%) to the fall 2008 cohort of 223 (226) out of 326 (327), a return rate of (69%) fall 2009; however, the African American students cohort of 2008 second year retention rate was 71%.

The most notable achievement has been the continued decrease in the number of African American males on academic probation each year. Additionally, the significant increase in the graduation rate of our African American males – 30% (2011) up from 22% (2010) an increase of 8 percentage points.

V. BULLETED SUMMARY FY 11 INITIATIVES & SUMMARY OF ASSESSMENT Statement of Immediate Goals

In order to obtain the overarching goals of cutting the achievement gap in half by 2015, the following goals will be implemented:

- Establish milestones for the identified six-year graduation rate goal.

- Broaden the Freshmen Probation Program, which is designed to

increase the number of students in the freshman cohort who are in good academic standing after the end of the second semester.

- Increase the quality of the developmental mathematics course by completing course redesign, as well as add a Supplemental Instruction component.

- Continue to recruit students from the top ten percent of the three local school districts in the STEAM areas.

- Enhance the Summer Enrichment Academy for academically under-prepared first-time, full-time fall admits.

- Provide training for faculty/staff who provide advising, as well as other support services. And also provide training for other support personnel who interact with students during the enrollment process.

- Enhance recruit-back activities for non-returning students and students who do not select courses during registration for the upcoming semester.

- Enhance systematic academic support services for first-time, full-time students.

- Enhance the process for monitoring, tracking, and providing interventions for students enrolled in developmental mathematics.

- Enhance the centralized process for identifying, monitoring tracking, and providing academic/counseling support for students on probation.

- Establish a profile for first-time, full-time students for each fall cohort.

- Establish a process for identifying academically "at-risk" students and provide interventions.

- Continue to collect and monitor term-to-term persistence/progression data using the fall 2006 persistence/progression data as baseline.

- Continue to develop a process for collecting student satisfaction data (administer the student satisfaction survey).

- Enhance learning communities for incoming high-risk first-time, full-time students.

- Enhance the systematic approach for developing course scheduling

and course availability by spring 2011.

- Modify current academic advising plan, which includes the electronic degree audit, by spring 2011.

- Provide ongoing quality service training for all front-line support staff, faculty and supervisors.

- Establish processes for increasing faculty/student engagement.

- Conduct faculty development activities to ensure that instruction is of the highest quality and utilizes appropriate pedagogy.

- Establish a proactive financial aid-training program.

- Develop and implement career-related educational interventions for first-time, full-time students.

- Develop and implement personal counseling related educational interventions for first-time students.

UMES African American Six-Year Graduation Rate for Closing Half Achievement Gap

	2008	2009	2010	2011	2012	2013	2014	2015
Trajectory	35	37	39	42	45	45	46	47
Acual	32	30	31	32				
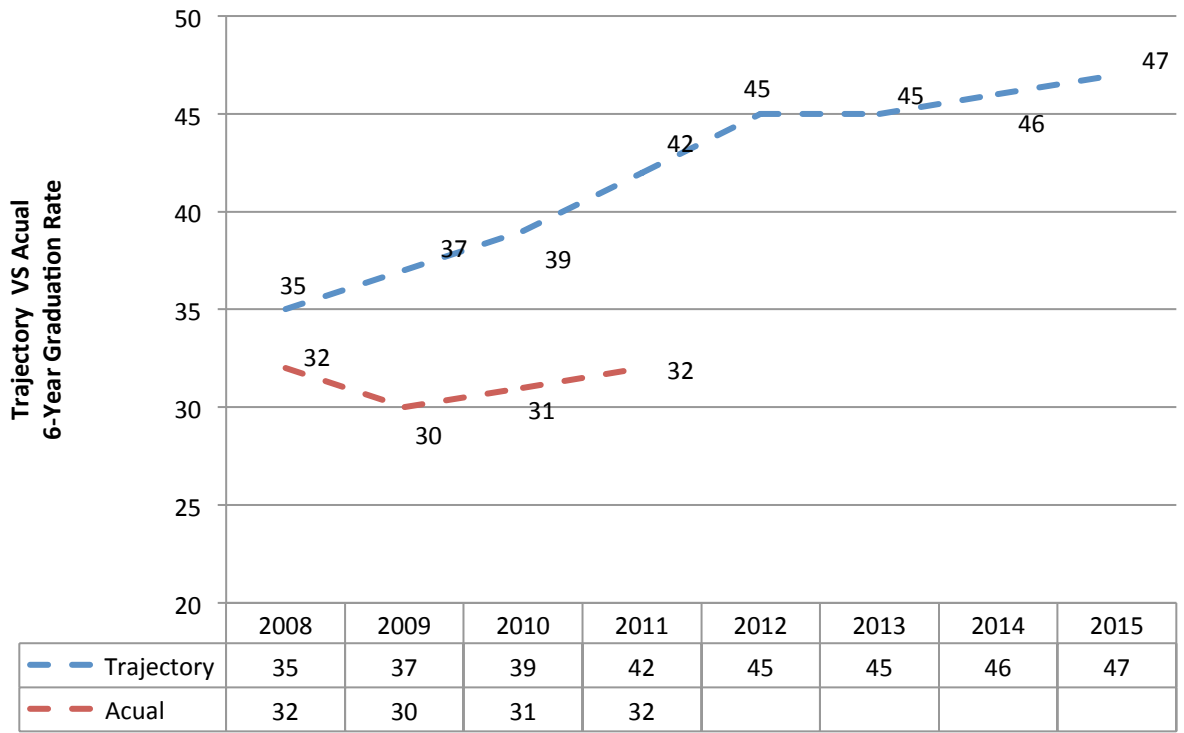
UMES African American Males Six-Year Graduation Rate Trajectory for Closing Half of The Achievement Gap by 2015

	2008	2009	2010	2011	2012	2013	2014	2015
Trajectory	31	34	35	37	39	39	40	41
Actual	28	27	22	30				