

# UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE

## Status Report to the University System of Maryland on Institutional Plan for Closing the Achievement Gap

April 17, 2013

### I. Institutional Definition of the Achievement Gap

University of Maryland University College (UMUC) provides access to higher education for working adults. Different subpopulations among UMUC's students are known to experience different levels of progress due to several factors. First, in keeping with UMUC's mission, the majority of UMUC students are adults and they have personal and professional obligations, they tend not to enroll every term; rather, they typically stop out and re-enroll later. Second, the majority of UMUC students attend part-time, and this requires a longer time-frame to graduate. Third, the majority of students come to UMUC as transfer students, with a broad range of credit hours completed at previous institutions; more than 40% of students have transferred from a community college. Finally, a number of students enroll at UMUC to try the online delivery for which UMUC is known, only to discover that it does not suit their learning styles.

Given the mixed nature of the overall student population, UMUC defines each cohort of new students in order to achieve a level of homogeneity that allows modeling and comparisons of success rates across different target groups. Thus, for purposes of Achievement Gap tracking, we have defined UMUC's starting cohort as comprised of all students who meet the following parameters:

- Stateside students who enroll in UMUC for the first time in the Fall term as degree-seeking students pursuing their first bachelor's degree; and
- Students who re-enroll in the Spring immediately following first Fall enrollment (to filter out those exploring online education or simply taking courses while waiting to enroll in traditional institutions – in other words, those who may not intend to complete a degree); and
- Students 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).

The entire starting cohort as defined above serves as the **Comparator Student Group** for the USM Achievement Gap report. The Comparator Student Group is purposely defined 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.

For the purpose of measuring the Achievement Gap in retention and graduation rates, the defined Comparator Student Group will provide the baseline for comparison with **African-American students** and **Latino/Hispanic students**.

We are also comparing the success rates of **low-income students** to the Comparator Student Group. For the purpose of this analysis, **low-income** students are defined as **Pell Recipients**, that is, students who have received financial aid awards that are made exclusively on the basis of financial need. In order to be eligible to receive a Pell grant, an undergraduate must be enrolled as a degree-seeking student, have completed a FAFSA and demonstrate need as defined by the federal government. There are students who are Pell-eligible, but who do not take the Pell grant because they choose not to enroll or for another reason that is unknown to the university. Only students who actually received the Pell grants are included in the analyzed cohorts.

In addition, we will track the achievement of **male students** in comparison to **female students**.

For the Achievement Gap initiative, both retention and graduation rates will be tracked over a ten-year period for each entering cohort, to reflect the extended length of time that it takes UMUC's 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, Summer, or Fall), to account for temporary stop outs.

## **II. Trend Data**

The starting cohort for examination of trend data is confined to students who enter UMUC with more than 60 credits of transfer work, as stated above. We are following cohorts who entered in the Fall of 2006 and all successive fall terms, over a ten-year period for each cohort.

Data on equivalent cohorts and target groups that entered prior to 2006 are not available for this analysis. A new student information system was implemented in 2006, and transfer credit data prior to 2006 are not comparable to transfer credit data from the post-2006 records system. Thus, the earliest cohort that we are able to include in data reports is the cohort that entered in Fall 2006.

It will be another four years, in 2017, before ten-year graduation and retention rates are available for the Fall 2006 entering cohort. In the interim, retention and graduation rates will be projected annually for the purpose of the Achievement Gap report.

The charts on the following pages display retention and graduation rates to date for the cohorts entering in Fall of 2006 (six-year rates), Fall of 2007 (five-year rates), 2008 (four-year rates), 2009 (three-year rates), 2010 (two-year rates), and 2011 (one-year rates).

The cohorts analyzed for this report will differ slightly from last year's report. In previous analyses, the Achievement Gap report included students who self-reported their transfer credits. This year, UMUC has made a concerted effort to be consistent with other reporting on transfer students and only identify students who have formally transferred credits to UMUC. In addition, the number of students who are identified as having 60 credits or more may change over time due to the fact that not all students complete the process of transferring their credits to UMUC immediately upon matriculation. In many cases, students take a year or more to transfer previously earned credits to UMUC. Thus, the cohort for any one year may grow over time.

**Table 1: Trend Data**  
**University of Maryland University College**  
**Retention Rates, Six-Years or Less\***  
**Gap Student Groups vs. Comparator Student Group**

		Entering Year					
		Fall 2006 6-Year Rate	Fall 2007 5-Year Rate	Fall 2008 4-Year Rate	Fall 2009 3-Year Rate	Fall 2010 2-Year Rate	Fall 2011 1-Year Rate
Comparator Students	Cohort Size	1466	1394	1416	1550	1629	1776
	Retention Rate as of Fall 2012	63%	64%	68%	69%	78%	100%

African American Students	Cohort Size	392	357	392	414	232	475
	Retention Rate as of Fall 2012	59%	60%	65%	66%	76%	100%
Comparator Students	Retention Rate as of Fall 2012	63%	64%	68%	69%	78%	100%
<b>The Gap</b>		<b>4%</b>	<b>4%</b>	<b>3%</b>	<b>3%</b>	<b>2%</b>	<b>0%</b>

Hispanic Students	Cohort Size	70	65	74	108	97	161
	Retention Rate as of Fall 2012	64%	69%	70%	64%	79%	100%
Comparator Students	Retention Rate as of Fall 2012	63%	64%	68%	69%	78%	100%
<b>The Gap</b>		<b>1%</b> <b>Favoring Hispanic students</b>	<b>5%</b> <b>Favoring Hispanic students</b>	<b>2%</b> <b>Favoring Hispanic students</b>	<b>5%</b>	<b>1%</b> <b>Favoring Hispanic students</b>	<b>0%</b>

Low-income Students (Pell recipients)	Cohort Size	348	352	436	466	527	540
	Retention Rate as of Fall 2012	66%	67%	69%	73%	77%	100%
Comparator Students	Retention Rate as of Fall 2012	63%	64%	68%	69%	78%	100%
<b>The Gap</b>		<b>3%</b> <b>Favoring Pell recipients</b>	<b>3%</b> <b>Favoring Pell recipients</b>	<b>1%</b> <b>Favoring Pell recipients</b>	<b>4%</b> <b>Favoring Pell recipients</b>	<b>1%</b>	<b>0%</b>

Comparator Students - Males	Cohort Size	572	563	572	667	744	857
	Retention Rate as of Fall 2012	64%	65%	69%	67%	77%	100%
Comparator Students - Females	Cohort Size	859	796	818	859	855	893
	Retention Rate as of Fall 2012	63%	65%	67%	71%	80%	100%
<b>The Gap</b>		<b>1%</b> <b>Favoring males</b>	<b>0%</b>	<b>2%</b> <b>Favoring males</b>	<b>4%</b> <b>Favoring females</b>	<b>3%</b> <b>Favoring Females</b>	<b>0%</b>

\*Retention rates shown represent all students who have been retained or graduated for each cohort up to the present time: for the Fall 2006 cohort: six-year rate; Fall 2007 cohort: five-year rate; for the Fall 2008 cohort, four-year rate; for the Fall 2009 cohort, three-year rate; for the Fall 2010 cohort, two-year rate;

and for the Fall 2011 cohort, one-year rate. The end parameter will be ten-year rates, but those rates will not be available until 2017; therefore, projected rates are provided in the interim.

**Table 2: Trend Data**  
**University of Maryland University College**  
**Graduation Rates, Six-Years or Less\***  
**Gap Student Groups vs. Comparator Student Group**

		Entering Year					
		Fall 2006 6-Year Rate	Fall 2007 5-Year Rate	Fall 2008 4-Year Rate	Fall 2009 3-Year Rate	Fall 2010 2-Year Rate	Fall 2011 1-Year Rate
Comparator Students	Cohort Size	1466	1394	1416	1550	1629	1776
	Graduation Rate as of Fall 2012	52%	50%	46%	37%	20%	4%
African American Students	Cohort Size	392	357	392	414	232	475
	Graduation Rate as of Fall 2012	44%	43%	41%	30%	17%	3%
Comparator Students	Graduation Rate as of Fall 2012	52%	50%	46%	37%	20%	4%
<b>The Gap</b>		<b>8%</b>	<b>7%</b>	<b>5%</b>	<b>7%</b>	<b>3%</b>	<b>0%</b>
Hispanic Students	Cohort Size	70	65	74	108	97	161
	Graduation Rate as of Fall 2012	46%	43%	42%	27%	24%	6%
Comparator Students	Graduation Rate as of Fall 2012	52%	50%	46%	37%	20%	4%
<b>The Gap</b>		<b>6%</b>	<b>7%</b>	<b>4%</b>	<b>10%</b>	<b>4%</b> Favoring Hispanic students	<b>2%</b> Favoring Hispanic students
Low-income Students (Pell recipients)	Cohort Size	348	352	436	466	527	540
	Graduation Rate as of Fall 2012	54%	54%	52%	39%	20%	2%
Comparator Students	Graduation Rate as of Fall 2012	52%	50%	46%	37%	20%	4%
<b>The Gap</b>		<b>2%</b> Favoring Pell recipients	<b>4%</b> Favoring Pell recipients	<b>6%</b> Favoring Pell recipients	<b>2%</b> Favoring Pell recipients	<b>0%</b>	<b>2%</b>
Comparator Students - Males	Cohort Size	572	563	572	667	744	857
	Graduation Rate as of Fall 2012	51%	50%	46%	36%	18%	5%
Comparator Students - Females	Cohort Size	859	796	818	859	855	893
	Graduation Rate as of Fall 2012	53%	51%	46%	38%	22%	3%
<b>The Gap</b>		<b>2%</b> Favoring Females	<b>1%</b> Favoring females	<b>0%</b>	<b>2%</b> Favoring Females	<b>4%</b> Favoring Females	<b>2%</b> Favoring Males

\*Graduation rates shown represent all students who have graduated in six years or less: for the Fall 2006 cohort: six years or less; for the Fall 2007 cohort: five years or less; for the Fall 2008 cohort, four years or less; for the Fall 2009 cohort, three years or less; for the Fall 2010 cohort, two years or less; for the Fall 2011 cohort, one year or less. The end parameter will be ten-year retention rates, but those rates will not be available until 2017; therefore projected rates are provided in the interim.

### III. Summary of Initiatives to Close the Achievement Gap

Under the umbrella of the Achievement Gap project, UMUC is examining the effects on retention and graduation rates of five initiatives:

- A. UMUC 411 Test-Drive an Online Learning Class
- B. EDCP 100 Principles & Strategies of Successful Learning
- C. Academic Advising
- D. Allies Mentoring Program
- E. Scholarships

Each of these initiatives is described below, with tables showing number of participants, retention and graduation rates.

**A. UMUC 411 Test-Drive an Online Learning Class** is a simulated online classroom that offers new and prospective students an opportunity to “test-drive” an online course before registering for a real one. No tuition is charged for UMUC 411, and registration is open to the public – students need not be admitted prior to registration. UMUC 411 goes beyond the test-drive experience to provide a thorough week-long orientation to UMUC’s learning environment. The following charts show the number of students (Table 3) in each Achievement Gap subgroup who participated in UMUC 411, by entering year, as well as retention (Table 4) and graduation rates (Table 5) to date.

**Table 3: Number of Participants in UMUC 411  
by Achievement Gap Subgroups and by Entering Cohort**

Initiative #1: UMUC 411	Entering Year					
	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
African American	**	35	86	75	56	93
Hispanic	**	5	13	12	8	17
Low-income	**	25	71	76	95	106
Male	5	40	69	87	105	105
Female	5	97	174	132	177	160
<b>UMUC 411 as a Whole (Numbers do not total from rows above)</b>	<b>11</b>	<b>140</b>	<b>246</b>	<b>221</b>	<b>287</b>	<b>267</b>
<b>Comparator Students as a Whole</b>	<b>1466</b>	<b>1394</b>	<b>1416</b>	<b>1550</b>	<b>1629</b>	<b>1776</b>

\*\* Sample size too small to show

**Table 4: Retention Rates of UMUC 411 Students as of Fall 2012  
Target Groups vs. Comparator Student Group as a Whole**

*Yellow highlighting denotes positive effect in comparison to the Comparator Students as a Whole.*

Initiative #1: UMUC 411	Entering Year					
	Fall 2006 6-Year Rate	Fall 2007 5-Year Rate	Fall 2008 4-Year Rate	Fall 2009 3-Year Rate	Fall 2010 2-Year Rate	Fall 2011 1-Year Rate
African American	N/A	66%	63%	65%	73%	100%
Hispanic	N/A	80%	77%	75%	88%	100%
Low-income	N/A	64%	52%	61%	76%	100%
Male	60%	68%	55%	61%	77%	100%
Female	60%	66%	62%	70%	80%	100%
<b>UMUC 411 as a Whole</b>	<b>64%</b>	<b>65%</b>	<b>60%</b>	<b>67%</b>	<b>79%</b>	<b>100%</b>
<b>Comparator Students as a Whole</b>	<b>63%</b>	<b>64%</b>	<b>68%</b>	<b>69%</b>	<b>78%</b>	<b>100%</b>

**Table 5: Graduation Rates of UMUC 411 Students as of Fall 2012  
Target Groups vs. Comparator Student Group as a Whole**

*Yellow highlighting denotes positive effect in comparison to the Comparator Students as a Whole.*

Initiative #1: UMUC 411	Entering Year					
	Fall 2006 6-Year Rate	Fall 2007 5-Year Rate	Fall 2008 4-Year Rate	Fall 2009 3-Year Rate	Fall 2010 2-Year Rate	Fall 2011 1-Year Rate
African American	N/A	37%	45%	32%	14%	1%
Hispanic	N/A	40%	38%	17%	13%	12%
Low-income	N/A	44%	39%	33%	15%	3%
Male	0%	40%	32%	32%	12%	2%
Female	40%	48%	43%	39%	18%	1%
<b>UMUC 411 as a Whole</b>	<b>27%</b>	<b>45%</b>	<b>40%</b>	<b>36%</b>	<b>16%</b>	<b>1%</b>
<b>Comparator Students as a Whole</b>	<b>52%</b>	<b>50%</b>	<b>46%</b>	<b>37%</b>	<b>20%</b>	<b>4%</b>

**B. EDCP 100 Principles & Strategies of Successful Learning** is a three-credit course that is highly recommended for all students, including those who enter as transfer students with a significant number of credits already earned, like those in the cohort we have defined for the Achievement Gap initiative. The course is designed specifically to provide first-in-family and returning adult students with the skills needed to succeed in higher education. The charts that follow show the number of students (Table 6) in each Achievement Gap subgroup who participated in EDCP 100, by entering year, as well as retention (Table 7) and graduation rates (Table 8) for these students to date.

**Table 6: Number of Participants in EDCP 100  
by Achievement Gap Subgroups and by Entering Cohort**

Initiative #2: EDCP 100	Entering Year					
	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
African American	59	48	54	52	31	29
Hispanic	6	5	5	6	**	**
Low-income	41	40	30	39	34	27
Male	58	55	50	55	51	40
Female	115	103	82	73	49	37
<b>EDCP 100 as a Whole (Numbers do not total from rows above)</b>	<b>177</b>	<b>165</b>	<b>134</b>	<b>128</b>	<b>102</b>	<b>78</b>
<b>Comparator Students as a Whole</b>	<b>1466</b>	<b>1394</b>	<b>1416</b>	<b>1550</b>	<b>1629</b>	<b>1776</b>

\*\* Sample size too small to show

**Table 7: Retention Rates of EDCP 100 Students as of Fall 2012  
Target Groups vs. Comparator Student Group as a Whole**

*Yellow highlighting denotes positive effect in comparison to the Comparator Students as a Whole.*

Initiative #2: EDCP 100	Entering Year					
	Fall 2006 6-Year Rate	Fall 2007 5-Year Rate	Fall 2008 4-Year Rate	Fall 2009 3-Year Rate	Fall 2010 2-Year Rate	Fall 2011 1-Year Rate
African American	56%	50%	61%	67%	68%	100%
Hispanic	67%	60%	40%	100%	N/A	N/A
Low-income	61%	45%	53%	74%	65%	100%
Male	59%	62%	66%	62%	80%	100%
Female	59%	52%	50%	75%	69%	100%
<b>EDCP 100 as a Whole</b>	<b>60%</b>	<b>56%</b>	<b>57%</b>	<b>70%</b>	<b>75%</b>	<b>100%</b>
<b>Comparator Students</b>	<b>63%</b>	<b>64%</b>	<b>68%</b>	<b>69%</b>	<b>78%</b>	<b>100%</b>

**Table 8: Graduation Rates of EDCP 100 Students as of Fall 2012  
Target Groups vs. Comparator Student Group as a Whole**

Initiative #2: EDCP 100	Entering Year					
	Fall 2006 6-Year Rate	Fall 2007 5-Year Rate	Fall 2008 4-Year Rate	Fall 2009 3-Year Rate	Fall 2010 2-Year Rate	Fall 2011 1-Year Rate
African American	37%	29%	24%	10%	3%	0%
Hispanic	50%	20%	20%	67%	N/A	N/A
Low-income	41%	33%	23%	26%	9%	0%
Male	41%	38%	34%	20%	6%	0%
Female	44%	37%	21%	26%	10%	0%
<b>EDCP 100 as a Whole</b>	<b>43%</b>	<b>36%</b>	<b>25%</b>	<b>23%</b>	<b>8%</b>	<b>0%</b>
<b>Comparator Students</b>	<b>52%</b>	<b>50%</b>	<b>46%</b>	<b>37%</b>	<b>20%</b>	<b>4%</b>

**C. Academic Advising** aims to improve retention and graduation of students by providing early advising, knowledgeable guidance, and access to accurate information about academic requirements and support resources that are available to assist students to fulfill their academic goals. Specifically, for all transfer students, including students in the defined cohort for the Achievement Gap project, the Academic Advising Program takes a proactive stance, reaching out to students to provide them with an official evaluation of their transfer credits and advisement toward completion of remaining requirements at UMUC. The following charts show numbers of students in each entering cohort (Table 9) who responded to academic advising outreach efforts by having substantive conversations with an academic advisor about their official transcript evaluation and/or to accomplish academic planning, as well as their retention (Table 10) and graduation rates (Table 11) to date.

**Table 9: Number of Participants in Academic Advising by Achievement Gap Subgroups and by Entering Cohort**

Initiative #3: Academic Advising	Entering Year					
	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
African American	227	289	323	320	178	*
Hispanic	44	56	64	89	70	*
Low-income	150	218	252	287	344	*
Male	309	444	479	511	543	*
Female	507	654	655	664	619	*
<b>Academic Advising as a Whole (Numbers do not total from rows above)</b>	<b>830</b>	<b>1131</b>	<b>1158</b>	<b>1197</b>	<b>1188</b>	<b>*</b>
<b>Comparator Students as a Whole</b>	<b>1466</b>	<b>1394</b>	<b>1416</b>	<b>1550</b>	<b>1629</b>	<b>*</b>

\*Note: Data for the Fall 2011 students who were targeted for advising are not yet available.

**Table 10: Retention Rates of Students Participating in Academic Advising as of Fall 2012 Target Groups vs. Comparator Student Group as a Whole**

*Yellow highlighting denotes positive effect in comparison to the Comparator Students as a Whole.*

Initiative #3: Academic Advising	Entering Year					
	Fall 2006 6-Year Rate	Fall 2007 5-Year Rate	Fall 2008 4-Year Rate	Fall 2009 3-Year Rate	Fall 2010 2-Year Rate	Fall 2011 1-Year Rate
African American	63%	63%	66%	70%	77%	*
Hispanic	70%	70%	72%	63%	77%	*
Low-income	65%	64%	63%	72%	77%	*
Male	67%	64%	69%	68%	78%	*
Female	67%	65%	67%	73%	80%	*
<b>Academic Advising as a Whole</b>	<b>67%</b>	<b>65%</b>	<b>68%</b>	<b>71%</b>	<b>79%</b>	<b>*</b>
<b>Comparator Students</b>	<b>63%</b>	<b>64%</b>	<b>68%</b>	<b>69%</b>	<b>78%</b>	<b>*</b>

\*Note: Data for the Fall 2011 students who were targeted for advising are not yet available.



**Table 11: Graduation Rates of Students Participating in Academic Advising as of Fall 2012  
Target Groups vs. Comparator Student Group as a Whole**

*Yellow highlighting denotes positive effect in comparison to the Comparator Students as a Whole.*

Initiative #3: Academic Advising	Entering Year					
	Fall 2006 6-Year Rate	Fall 2007 5-Year Rate	Fall 2008 4-Year Rate	Fall 2009 3-Year Rate	Fall 2010 2-Year Rate	Fall 2011 1-Year Rate
African American	50%	48%	43%	33%	19%	*
Hispanic	52%	45%	42%	31%	27%	*
Low-income	57%	52%	50%	41%	24%	*
Male	56%	50%	46%	38%	20%	*
Female	57%	52%	47%	40%	24%	*
<b>Academic Advising as a Whole</b>	<b>57%</b>	<b>51%</b>	<b>47%</b>	<b>38%</b>	<b>22%</b>	<b>*</b>
<b>Comparator Students</b>	<b>52%</b>	<b>50%</b>	<b>46%</b>	<b>37%</b>	<b>20%</b>	<b>*</b>

*\*Note: Data for the Fall 2011 students who were targeted for advising are not yet available.*

**D. The Allies Mentoring Program** provides undergraduates with mentors drawn from UMUC's alumni and student honor societies. Mentors serve in a voluntary capacity, with an average of 40-50 mentors participating each semester. The following charts show the number of students in each Achievement Gap subgroup who participated in the Allies Mentoring Program (Table 12 , by entering year, as well as retention (Table 13) and graduation rates (Table 14) to date.

**Table 12: Number of Participants in Allies Mentoring Program  
By Achievement Gap Subgroups and by Entering Cohort**

Initiative #4: Allies Mentoring	Entering Year					
	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
African American	no data*	6	11	13	no data**	5
Hispanic		***	***	***		***
Low-income		6	10	8		6
Male		***	8	***		***
Female		17	24	16		8
<b>Allies Mentoring as a Whole (Numbers do not total from rows above)</b>		<b>21</b>	<b>33</b>	<b>21</b>		<b>12</b>
<b>Comparator Students as a Whole</b>	<b>1466</b>	<b>1394</b>	<b>1416</b>	<b>1550</b>	<b>1629</b>	<b>1776</b>

*\*No data are shown for the cohort entering in Fall 2006 because the Mentoring Program did not begin until 2007.*

*\*\* No data are shown for the cohort entering in Fall 2010 because in that year, the program changed its approach and focused solely on recruiting continuing students, not entering students. Thus no students who entered in Fall of 2010 have participated in the mentoring program to date. Students from the Fall 2010 cohort will be eligible to participate in the program in future years, and thus data may accumulate on these students in the future.*

*\*\*\* Sample size too small to show*

**Table 13: Retention Rates of Allies Mentoring Program Participants as of Fall 2012  
Target Groups vs. Comparator Student Group as a Whole**

*Yellow highlighting denotes positive effect in comparison to the Comparator Students as a Whole.*

Initiative #4: Allies Mentoring	Entering Year					
	Fall 2006	Fall 2006 6-Year Rate	Fall 2007 5-Year Rate	Fall 2008 4-Year Rate	Fall 2009 3-Year Rate	Fall 2010 2-Year Rate
African American	no data*	33%	100%	62%	no data**	100%
Hispanic		***	***	***		***
Low-income		50%	90%	63%		100%
Male		***	75%	***		***
Female		65%	75%	69%		100%
<b>Allies Mentoring as a Whole</b>		<b>62%</b>	<b>73%</b>	<b>67%</b>		<b>100%</b>
<b>Comparator Students</b>		<b>64%</b>	<b>68%</b>	<b>69%</b>	N/A	<b>100%</b>

\*No data are shown for the cohort entering in Fall 2006 because the Mentoring Program did not begin until 2007.

\*\* No data are shown for the cohort entering in Fall 2010 because in that year, the program changed its approach and focused solely on recruiting continuing students, not entering students. Thus no students who entered in Fall of 2010 have participated in the mentoring program to date. Students from the Fall 2010 cohort will be eligible to participate in the program in future years, and thus data may accumulate on these students in the future.

\*\*\* Sample size too small to show

**Table 14: Graduation Rates of Allies Mentoring Program Participants as of Fall 2012  
Target Groups vs. Comparator Student Group as a Whole**

*Yellow highlighting denotes positive effect in comparison to the Comparator Students as a Whole.*

Initiative #4: Allies Mentoring	Entering Year					
	Fall 2006 6-Year Rate	Fall 2007 5-Year Rate	Fall 2008 4-Year Rate	Fall 2009 3-Year Rate	Fall 2010 2-Year Rate	Fall 2011 1-Year Rate
African American	no data*	17%	64%	23%	no data**	0%
Hispanic		***	***	***		***
Low-income		33%	70%	13%		0%
Male		***	25%	***		***
Female		47%	54%	44%		0%
<b>Allies Mentoring as a Whole</b>		<b>48%</b>	<b>45%</b>	<b>38%</b>		<b>0%</b>
<b>Comparator Students</b>	<b>52%</b>	<b>50%</b>	<b>46%</b>	<b>37%</b>	N/A	<b>4%</b>

\*No data are shown for the cohort entering in Fall 2006 because the Mentoring Program did not begin until 2007.

\*\* No data are shown for the cohort entering in Fall 2010 because in that year, the program changed its approach and focused solely on recruiting continuing students, not entering students. Thus no students who entered in Fall of 2010 have participated in the mentoring program to date. Students from the Fall 2010 cohort will be eligible to participate in the program in future years, and thus data may accumulate on these students in the future.

\*\*\* Sample size too small to show

**E. Scholarships** include awards that are made on the basis of academic performance or on the basis of financial need. In general, in order to be eligible to receive a scholarship, an undergraduate must be enrolled as a degree-seeking student, have a cumulative GPA of at least 2.5, must have completed 15 credits or more, and must be enrolled in a minimum of 3 credits during the award period. Some scholarships require a higher GPA or have more stringent requirements in terms of credits previously earned or currently enrolled. Eligibility is restricted to citizens or permanent residents of the United

States. A number of our scholarships are awarded based on criteria that target the population of students in the cohort defined for Achievement Gap tracking. Some students who receive merit-based scholarships are also eligible for need-based financial aid awards, and therefore the data below includes breakout on low-income (Pell recipient) students who also received merit-based scholarships.

The following charts show the number of scholarship recipients in the Achievement Gap target groups (Table 15) as well as their retention (Table 16) and graduation rates (Table 17) to date.

**Table 15: Number of Scholarship Recipients  
by Achievement Gap Subgroups and by Entering Cohort**

Initiative #5: Scholarships	Entering Year					
	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
African American	95	53	79	58	29	29
Hispanic	18	**	14	16	14	12
Low-income	97	63	96	82	88	61
Male	106	62	78	80	76	58
Female	232	131	200	159	137	76
<b>Scholarships as a Whole (Numbers do not total from rows above)</b>	<b>341</b>	<b>194</b>	<b>280</b>	<b>239</b>	<b>214</b>	<b>135</b>
<b>Comparator Students as a Whole</b>	<b>1466</b>	<b>1394</b>	<b>1416</b>	<b>1550</b>	<b>1629</b>	<b>1776</b>

\*\* Sample size too small to show

**Table 16: Retention Rates of Scholarship Recipients as of Fall 2012  
Target Groups vs. Comparator Student Group as a Whole**

*Yellow highlighting denotes positive effect in comparison to the Comparator Students as a whole.*

Initiative #5: Scholarships	Entering Year					
	Fall 2006 6-Year Rate	Fall 2007 5-Year Rate	Fall 2008 4-Year Rate	Fall 2009 3-Year Rate	Fall 2010 2-Year Rate	Fall 2011 1-Year Rate
African American	65%	75%	86%	76%	97%	100%
Hispanic	89%	N/A	93%	81%	100%	100%
Low-income	70%	78%	81%	83%	86%	100%
Male	72%	74%	82%	81%	86%	100%
Female	71%	83%	82%	84%	90%	100%
<b>Scholarships as a Whole</b>	<b>71%</b>	<b>80%</b>	<b>82%</b>	<b>83%</b>	<b>88%</b>	<b>100%</b>
<b>Comparator Students</b>	<b>63%</b>	<b>64%</b>	<b>68%</b>	<b>69%</b>	<b>78%</b>	<b>100%</b>

**Table 17: Graduation Rates of Scholarship Recipients as of Fall 2012  
Target Groups vs. Comparator Student Group as a Whole**

*Yellow highlighting denotes positive effect in comparison to the Comparator Students as a whole.*

Initiative #5: Scholarships	Entering Year					
	Fall 2006 6-Year Rate	Fall 2007 5-Year Rate	Fall 2008 4-Year Rate	Fall 2009 3-Year Rate	Fall 2010 2-Year Rate	Fall 2011 1-Year Rate
African American	49%	64%	72%	47%	34%	0%
Hispanic	61%	100%	71%	56%	50%	0%
Low-income	59%	71%	69%	81%	34%	3%
Male	62%	69%	69%	56%	26%	5%
Female	59%	72%	69%	53%	36%	0%
<b>Scholarships as a Whole</b>	<b>60%</b>	<b>71%</b>	<b>69%</b>	<b>54%</b>	<b>33%</b>	<b>2%</b>
<b>Comparator Students</b>	<b>52%</b>	<b>50%</b>	<b>46%</b>	<b>37%</b>	<b>20%</b>	<b>4%</b>

#### IV. Summarized Assessment of Each Initiative

Since the end-point for UMUC's Achievement Gap measurements is the ten-year graduation rate, and since data on the ten-year rate will not be available until 2017 for the cohort entering in Fall 2006, this analysis is based on the effectiveness of each initiative in improving observed six-year, five-year, four-year, three-year, two-year, and one-year retention and graduation rates for the cohorts that entered in Fall 2006, 2007, 2008, 2009, 2010, and 2011, respectively. The analysis is preliminary and subject to change in subsequent years as more data become available.

##### A. UMUC 411 Test-Drive an Online Learning Class

For most entering cohorts, Hispanic students and female students who enrolled in UMUC 411 achieved higher retention rates than the comparator students as a whole (Table 4). No consistent effect was seen on retention rates of African American, low-income, or male students.

UMUC 411 did not have a positive effect on graduation rates of any of the target groups (Table 5). With one exception, for every entering cohort, the graduation rate of UMUC 411 participants, as a whole or within the target groups, is lower than the graduation rate for the comparator students. The only exception is for female students in the cohort of Fall 2009.

UMUC 411 is included as a targeted intervention for the Achievement Gap project because previous information indicated that students who took UMUC 411 had better success rates. However, it may be that in the increasingly computer-savvy student population, students who are not as comfortable with the online environment may be self-selecting for enrollment in UMUC 411, thereby representing a group that is more at risk in today's online learning environment than the comparator student group as a whole.

##### B. EDCP 100 Principles & Strategies of Successful Learning

Although EDCP is recommended for all students, it is apparent from Table 6 that not all students enroll in the course. In fact, participation has steadily declined, with 12% (177 out of 1466) of the Fall 2006 cohort enrolling in EDCP 100, but only 4% (78 out of 1776) of the cohort of Fall 2010.

Tables 7 and 8 show that EDCP 100 does not have a consistent positive impact on improving retention and graduation rates for course participants as a whole, or for any of the Achievement Gap target groups.

Although a positive impact on retention rate was observed for Hispanic students who entered in Fall of 2009 or Fall of 2010 (Table 7), given the small size of these groups ( $n = 6$  or fewer), caution must be exercised in interpreting this finding. The same is true for the positive effect on graduation rate observed for the Hispanic students who entered in Fall 2009 (Table 8): the sample size was only 6 students and so caution must be exercised in interpretation.

As with UMUC 411, EDCP 100 is included as a targeted intervention for the Achievement Gap project because of prior evidence that students who took the course earned better grades in subsequent courses. This may be true when the end-point of the analysis is course performance for individual students; however, the present analysis indicates that taking EDCP 100 does not lead to an overarching improvement in retention and graduation rates for the students as a whole or for the target groups in particular.

### **C. Academic Advising**

As shown in Table 9, substantial numbers of students in all cohorts and all target groups responded to advising outreach to discuss their official transcript evaluations and remaining UMUC degree requirements. As a whole, students who participated in advising efforts generally enjoyed higher retention and graduation rates than the comparator students, in all cohorts (Tables 10 and 11).

Retention was not enhanced for African American students in any of the cohorts, with the exception of Fall 2009 (Table 10), and graduation rates were unaffected as well (Table 11). However, participation in academic advising had a positive impact on retention rates of Hispanic students in the cohorts of Fall 2006, 2007, and 2008 (Table 10), and also had a positive impact on graduation rate of the Hispanic students in the cohort of 2010 (Table 11).

Among low-income students, academic advising had a positive impact on retention only for the cohorts of Fall 2006 and 2009 (Table 10), but had a positive impact on graduation rates of all cohorts (Table 11).

Academic advising also had a positive impact on retention rates of both male and female students in most cohorts (Table 10). In addition, there was a consistent positive impact on graduation rates of female students in all cohorts.

We conclude that academic advising is beneficial in promoting retention of Hispanic students but not African American students, and that advising is also effective in enhancing graduation rates of female students. Further study is needed to determine if advising methods can be developed to better serve all students.

### **D. The Allies Mentoring Program**

Students in the Allies Mentoring Program as a whole did not exhibit better retention and graduation rates (Tables 13 and 14) than the Comparator Students as a whole. However, the sample sizes are small (Table 12), making the retention and graduation rates difficult to interpret. These small group sizes are more volatile and may account for the lack of a strong positive effect.

## E. Scholarships

Table 15 shows variation in the total number of scholarship awardees from year to year, with a general trend of declining numbers from 2006 through 2010 and 2011. The declining trend is an artifact of the manner in which this intervention group is defined: students are included as scholarship awardees if they are part of the defined Achievement Gap cohort for their entering year and if they have received a scholarship award at *any time* since entering UMUC. Since students who entered in 2006 have been with UMUC for a longer time than students who entered more recently, they have had more opportunity to earn scholarship awards. We expect that this declining trend will eventually level off when we have accumulated data on students over the entire course of their careers with UMUC.

The data on retention (Table 16) and graduation (Table 17) show a consistent positive effect of scholarship awards on this group of students as a whole and for the five different target groups. All cohorts of African Americans, Hispanic students, low-income students, and male and female students showed enhanced retention and graduation rates relative to the Comparator Students as a whole.

## Conclusion

In summary, at this time, it appears that scholarship awards and proactive academic advising centering on transcript evaluation and academic planning have the most consistent positive impact on retention and graduation rates. Given that all of our data are still preliminary, and that our intended endpoint is the ten-year graduation rate, we will continue to collect data on all five of these initiatives for the next few years and study the cumulative effects on student success.

The positive effect of scholarship awards on retention and graduation rates is not unexpected, but the magnitude of the impact and the shortness of the time-frame – with effects seen even on two- and three-year rates – is unanticipated and bodes well for larger impacts to be observed over the longer time-frame of the Achievement Gap study.

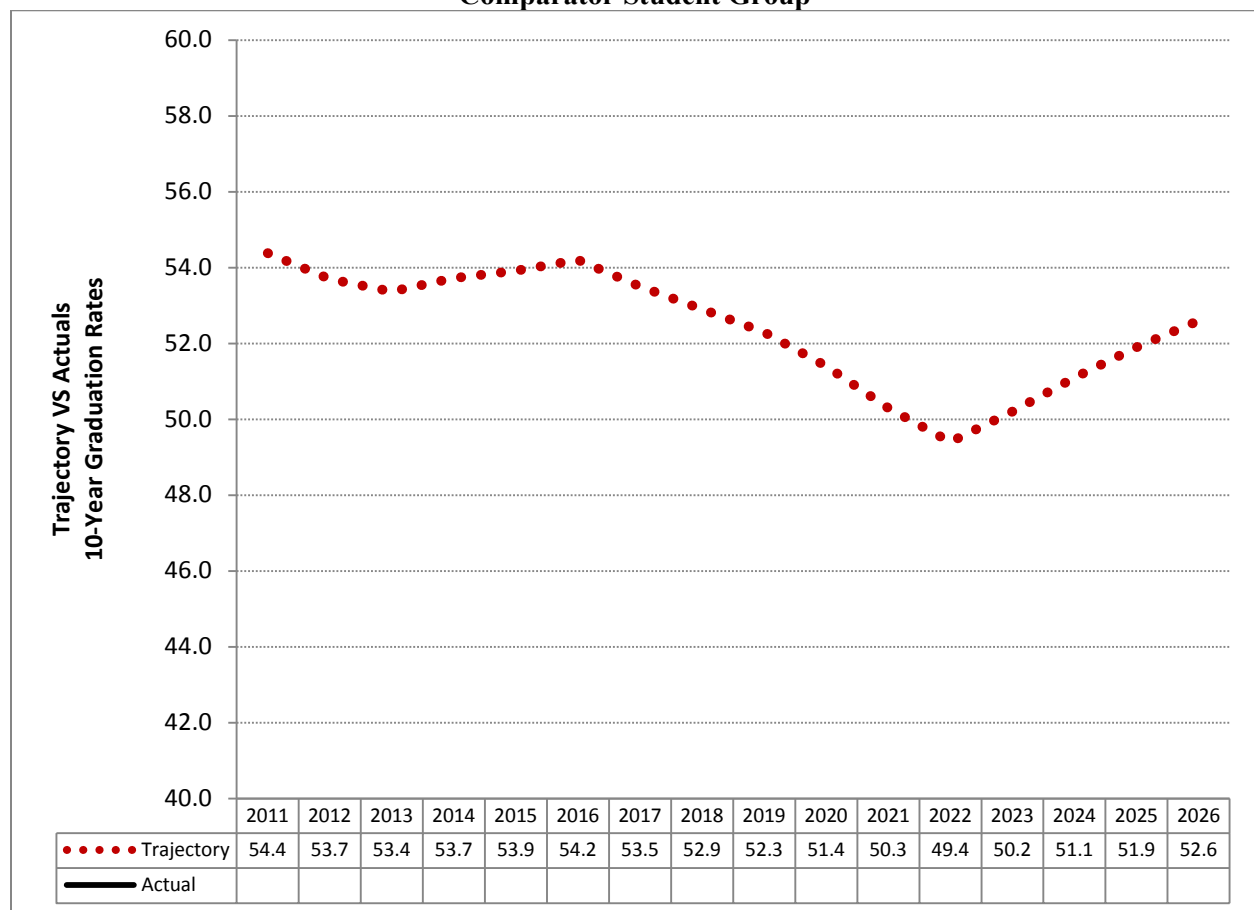
The results of this study have policy implications that will positively impact student success. UMUC is attempting to identify additional revenue sources to fund scholarship programs at higher levels. There is also potential to develop synergy between Achievement Gap initiatives to enhance the positive effects on student success.

**V. Statement of Intermediate Goals to Eliminate the Achievement Gap by 2020**

Since data are not yet available on actual ten-year graduation rates for our Achievement Gap cohorts, we are basing our goals on ten-year graduation rates that have been projected from the actual four-year rates calculated for the Cohort of Fall 2006, as reported here. The ten-year graduation rates were projected using mathematical models based on earlier data sets; for example, the ten-year graduation rate for the Fall 2001 cohort is 43%.

As shown in the graph below, we are projecting that the ten-year graduation rate for the Comparator Student Group in 2011 will be approximately 54%, but the graduation rates will decline slightly in the ensuing years to reach approximately 49% in 2022. A gradual increase in graduation rate starting in 2023 will eventually peak at 53% by year 2026. This temporary decline in graduation rate is related to enrollment growth, which has brought in a broader student population.

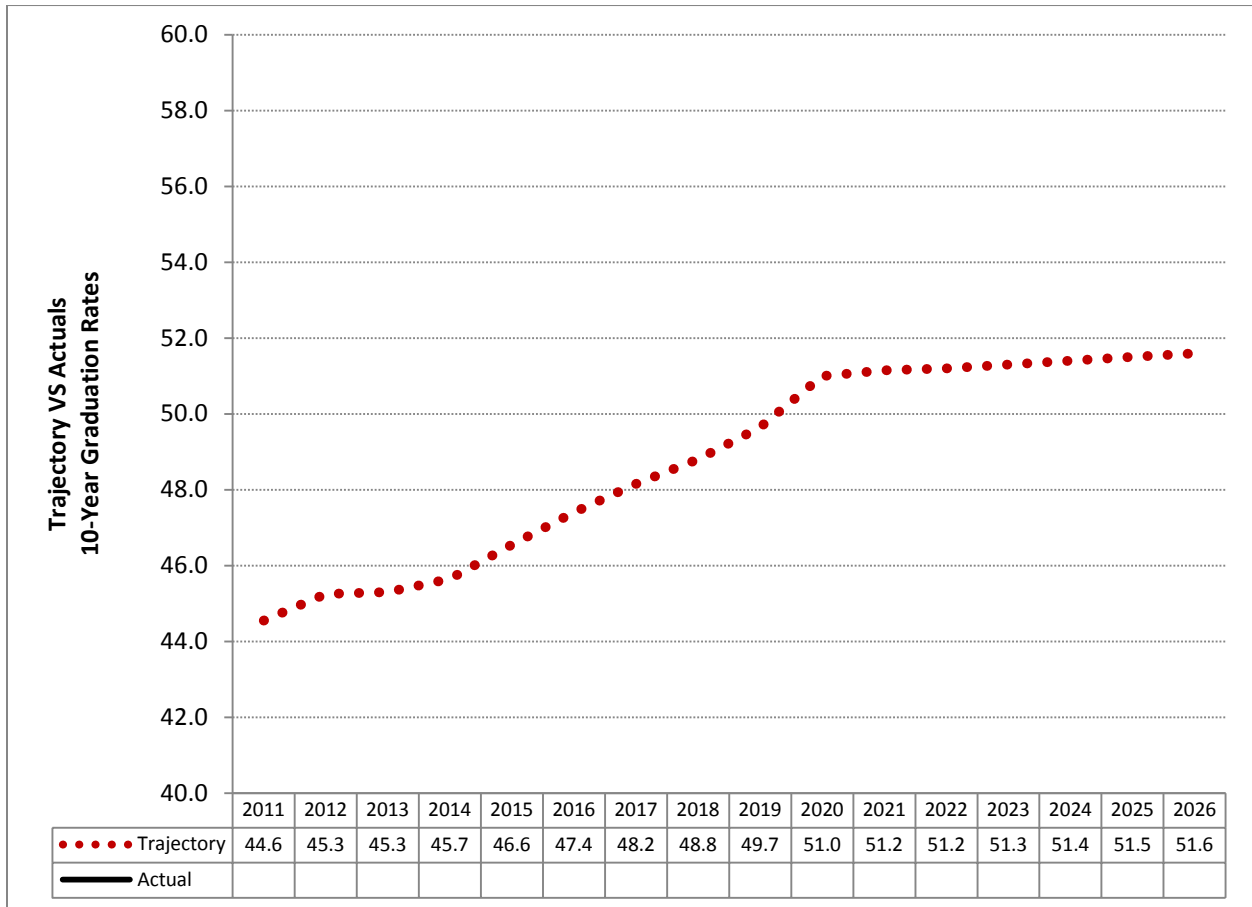
**Figure 1: Projected Ten-Year Graduation Rates  
Comparator Student Group**



These projections will be adjusted each year as additional data become available. Actual ten-year graduation rates will first be available in 2017.

For African American students, we are projecting a gradual rise in ten-year graduation rates as shown below, based primarily on impacts of our scholarship initiative and academic advising.

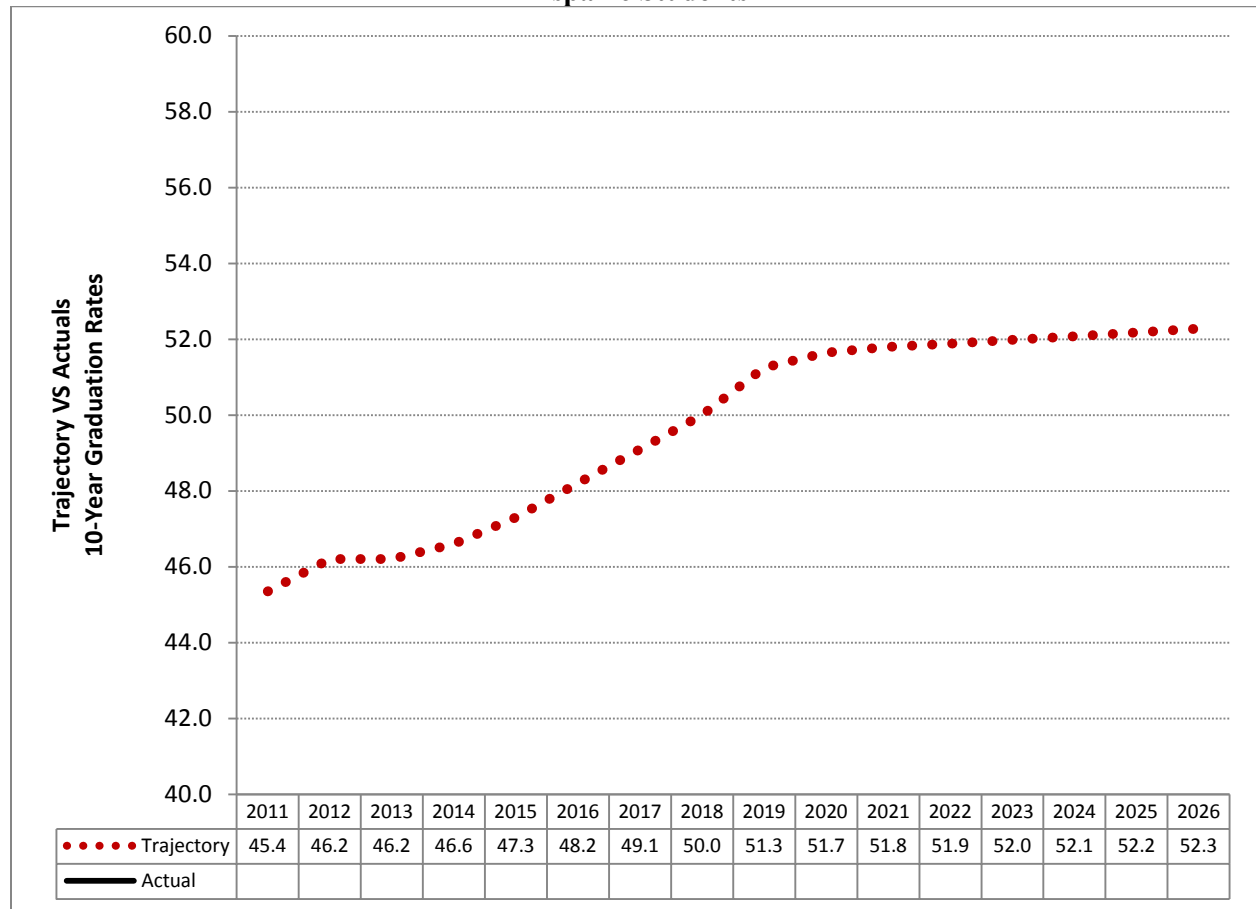
**Figure 2: Projected Ten-Year Graduation Rates  
African American Students**





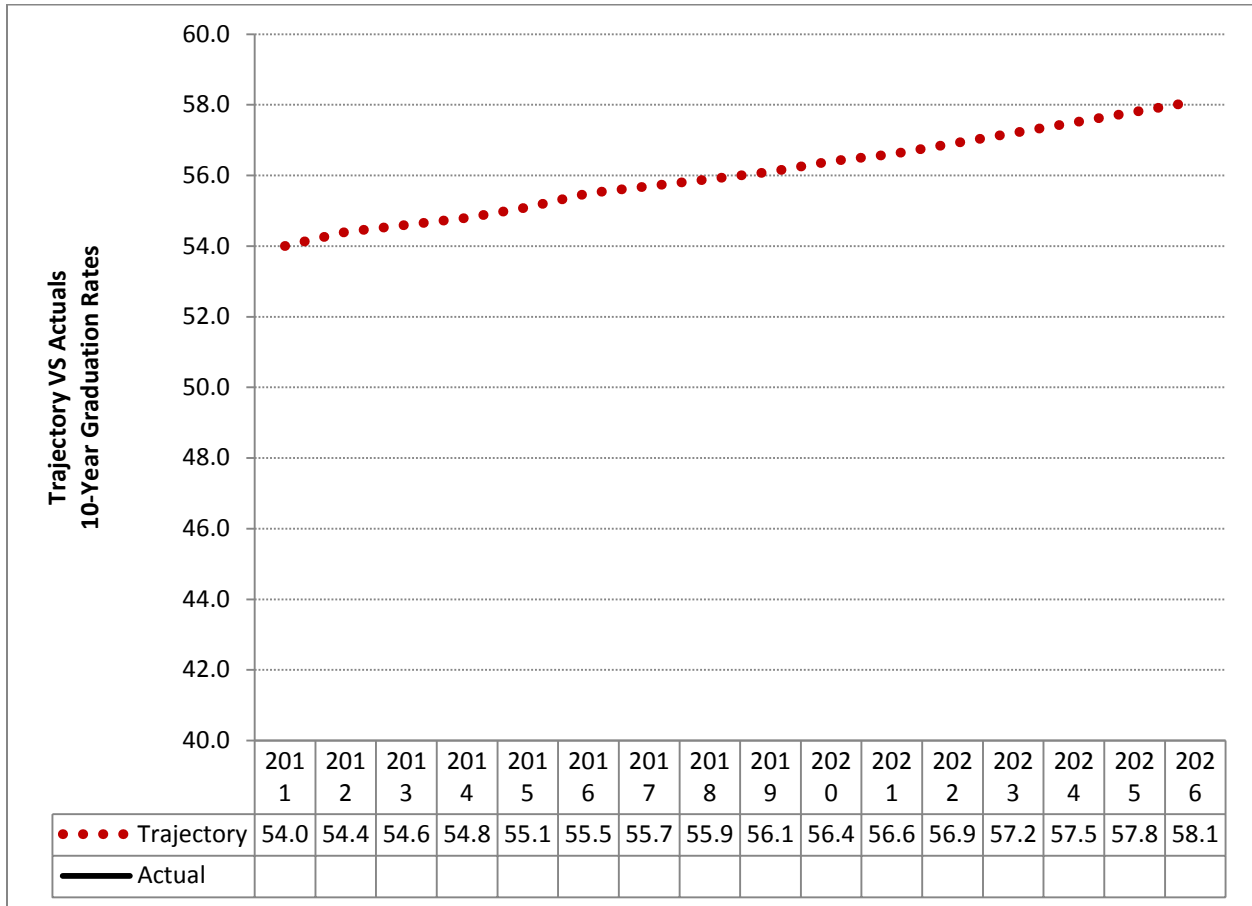
For Hispanic students, a projected gradual rise in ten-year graduation rates, as shown below, is based on favorable effects of the academic advising program and scholarships.

**Figure 3: Projected Ten-Year Graduation Rates  
Hispanic Students**



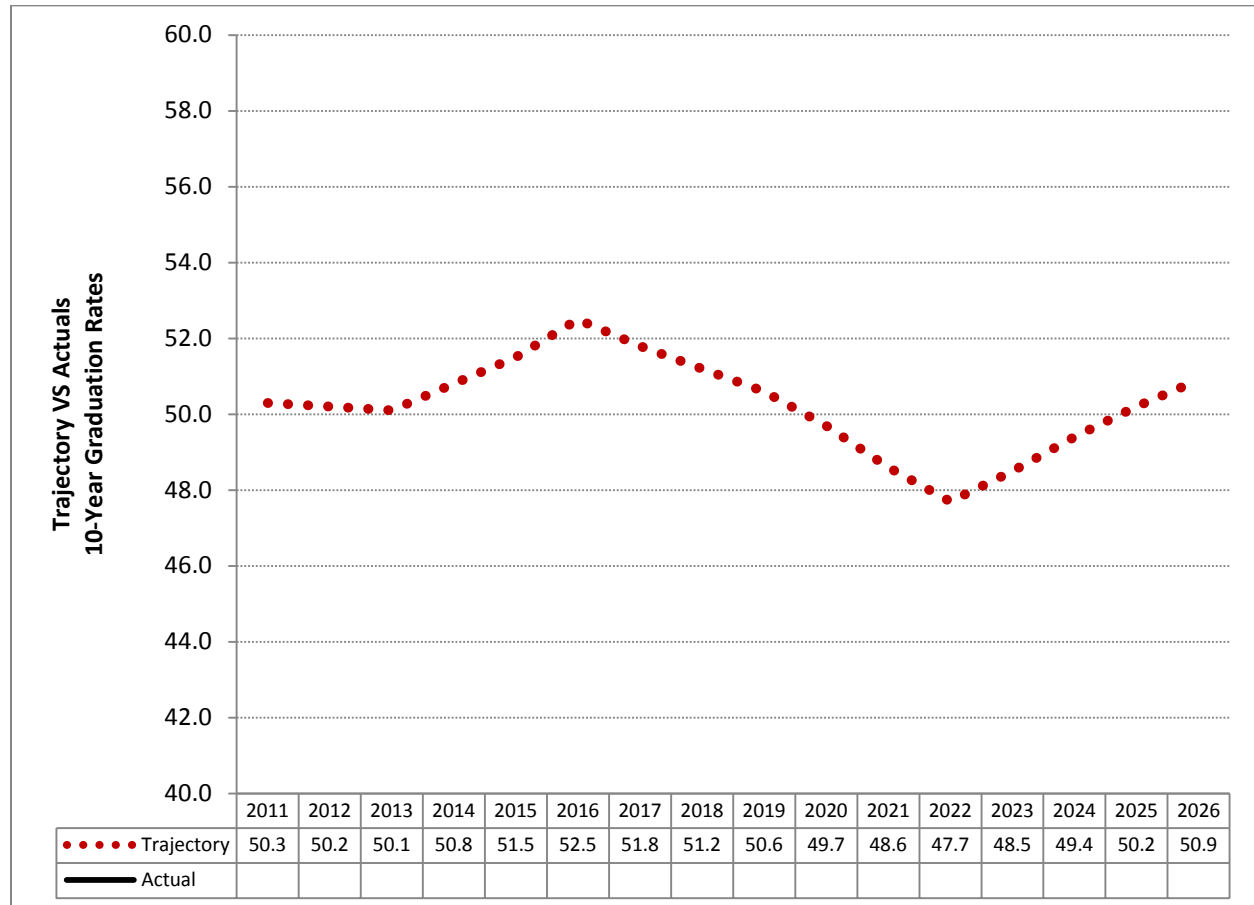
For low-income (Pell recipient) students, a projected gradual rise in ten-year graduation rates, as shown below, is based on favorable effects of the academic advising program and scholarships. Note that Pell recipient students have a higher initial graduation rate than other student groups.

**Figure 4: Projected Ten-Year Graduation Rates  
Low-Income Students**



Male students currently do not exhibit consistent graduation or retention rate when compared to female students of the same cohort. For some entering cohorts, males have a higher retention rate than females, but for other cohorts, the retention of female students is greater than that of males (Table 1). On the other hand, females generally show higher graduation rates (Table 2). Our projected ten-year graduation rates for males start at 50% in 2011, compared to 56% for females, as shown in the following two graphs. We project a gradual increase in male ten-year graduation rates from 2011 through 2016, followed by a six-year period of decline before a gradual increase to 51% in 2026. The increases are based on the estimated positive effects of scholarships and academic advising.

**Figure 5: Projected Ten-Year Graduation Rates  
Male Students**



We expect female students to outpace males over time for the actual ten-year graduation rates. Because females make up the majority of our entering cohorts, we expect them to show an overall trend in ten-year graduation rates that parallels that of the Comparator Student Group, showing a slight decline from 2011 through 2022 followed by a gradual increase to reach an eventual ten-year graduation rate of 53% by year 2026.

**Figure 6: Projected Ten-Year Graduation Rates  
Female Students**

