



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: 2012-2013 Summary of Institutional Achievement Gap Reports

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: June 5, 2013

SUMMARY: On December 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. The Board received those plans in 2002, and related institutional and System reports on minority achievement were submitted through 2007.

In 2007, USM hosted a statewide conference 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 Kirwan asked the USM 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, underrepresented minority students and majority students, and African American males and White males. The first reports were presented in 2010, defining the gap specific to each institution and strategies and programs initiated to close the gap. In 2012, the Chancellor requested institutions to narrow the focus to African American, Hispanic, and low-income (based on Pell Grants) students because of the complexities of tracking and reporting on a wide array of subpopulations of students. In April 2013, the USM held a System-wide Symposium on Student Success Revisited. During this meeting, institutional representatives shared perspectives on the successes, challenges, opportunities, and strategies for cutting the eliminating the achievement gap.

Institutions remain energized to face the challenges, although the gap remains daunting.

This 2012-2013 summary report is the first that focuses on African American, Hispanic, and low-income students. The Committee will receive annual updates on progress in addressing the achievement gap through the target date of 2020. This summary report and individual campus reports are available on the USM website.

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: Information Only

DATE: June 5, 2013

BOARD ACTION:

DATE:

SUBMITTED BY: Joann Boughman 301-445-1992 jboughman@usmd.edu



**2012 - 2013 Summary
of
Institutional Achievement Gap Reports
to the
Board of Regents**

June 5, 2013

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2013 Summary of Institutional Achievement Gap Reports

INTRODUCTION

The University System of Maryland (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 underrepresented (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 initiative is important to the USM's significant role in helping the state realize its goal of having 55 percent of its population—25 years old and older—have a college degree. This initiative also is critical to developing 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. Resulting from conference discussions, USM 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 students and those who are not, underrepresented minority students and majority students, and African American males and White males. Each institution was provided with data on USM retention and graduation rates and institution-specific retention and graduation rates on which to base its plan.

In 2008-2009, each institution began work planning and implementing strategies to close their achievement gaps. Most of the institutional 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*** 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 need-based scholarships; financial aid to bridge the gap between community colleges and USM institutions; and ongoing career development assistance through mentoring, internships, and networking.

During 2009-2010, institutions submitted their first annual reports on progress in closing the achievement gap. The reports detailed initiatives and included institution-specific achievement gap definitions and activities implemented to help close the gaps. The 2010-2011 and 2011-2012 reports reflected continuing focus on institutionally defined achievement gaps.

In early 2012, the Chancellor requested institutions to narrow their initiatives to focus to African American, Hispanic and Low-income (based on Pell Grants) students because of the complexities of tracking and reporting on a wide array of institutionally-determined subpopulations of students. While institutions were asked to report on these specific student groups, they were encouraged continue their efforts with groups they had previously identified as having retention and graduation gaps. This 2012-2013 summary report is the first that focuses on African American, Hispanic, and Low-income students. The Education Policy and Student Life Committee will receive annual updates on progress in addressing the achievement gap for these groups. Each institutional status report is available for review in the USM Office of Academic Affairs.

On April 25, 2013, the USM held a System-wide Symposium on Student Success Revisited. During this meeting, institutional representatives shared perspectives on the challenges, opportunities, strategies, and successes for cutting the achievement gap in half by 2015 and closing it by 2020. In closing the Symposium, the Chancellor made five points that will influence ongoing institutional efforts to close the achievement gap. The USM needs to:

- think seriously about finding a better system of incentives and rewards for this effort,
- know more fully what the data show is working to close the gap in our institutions,
- identify data-based best practices,
- define complimentary metrics to address, for example, issues related to transfer students, and
- summarize data-based big ideas and best practices around closing the achievement gap and vet and circulate those ideas among institutions.

Summary of Institutional Trends

The following institutional trends are based on six-year graduation rate changes compared to the baseline academic year fall 2008 cohorts—the first year of the Closing the Achievement Gap Initiative. Because all institutions report on First-Time Full-Time (FTFT) African American, Hispanic, Low-income freshmen students and may also include additional subgroups such as transfer students and males compared to females students, an institution may appear in more than one of the following two categories: gap narrowing or stable and gap widening.

Institutional Graduation Gap Narrowing or Stable (4-year trend)

Salisbury University

The SU six-year graduation rate goal for African American FTFT Freshmen is to graduate 67% by 2015 and 73% by 2020. As of fall 2012, African American students show a rate of 66% compared to 57% for fall 2008.

The SU six-year graduation rate goal for the Low-income FTFT Freshmen at Salisbury is to graduate 65% by 2015 and 73% by 2020 (Salisbury's 2008 FTFT freshmen graduation average). As of the fall 2012, the Low-income FTFT Freshmen show a rate of 62% compared to 54% for fall 2008.

Frostburg State University

As of fall 2012, FSU focused their closing the achievement gap efforts primarily on African American, Hispanic, and Low-income students. FSU's six-year graduation rate goal for Hispanic students is 53% by 2015 and 55% by 2020. As of fall 2012, the six-year graduation rate is 35% compared to 21% as of fall 2010, a narrowing of the gap.

Towson University

Towson University's six-year graduation rate goal for FTFT African American students is 70% by 2015 and 2020. As of fall 2012, the rate is 59%; while higher than 55% as of fall 2011, it is significantly lower than the 73% for African Americans as of fall 2009. Although, TU lost ground as the six-year graduation rate did not meet the USM benchmark, there is a narrowing of the gap.

Towson University's six-year graduation rate goal for FTFT Hispanic students is 68.3% by 2015 and 70% by 2020. As of fall 2012, the rate is 55%; while higher than 51% as of fall 2011, it is lower than the 67% for Hispanics as of fall 2009. Although, TU lost ground as the six-year graduation rate did not meet the USM benchmark, there is a narrowing of the gap.

Towson University's six-year graduation rate goal for FTFT Low-income students is 67% by 2015 and 70% by 2020. As of fall 2012, the rate is 56%; while higher than the 52% as of fall 2011, it is significantly lower than the 66% for Hispanics as of fall 2009. Although, TU lost ground as the graduation rate did not meet the USM benchmark, there is a narrowing of the gap.

University of Baltimore

FTFT Freshmen students did not enter UB until fall 2007. Therefore, UB has focused on the New Transfer student graduation gaps between the overall UB student population and African American

New Transfer students. The goal is to graduate African American New Transfer students at the campus rates of 54% by 2015 and 62% by 2020. As of fall 2012, the graduation rate for African American New Transfer students is 52% compared to 47% in fall 2010.

The cohort sizes of Hispanic New Transfer students is small. As of fall 2012, the graduation rate for Hispanic New Transfer students is at 60% compared to 100% for fall 2010.

As of fall 2012, the graduation rate for Low-income Transfer students is also increasing slightly, up to 56%.

University of Maryland, Baltimore

The UMB graduation rate goal for African American Traditional BSN students is to graduate 82% by 2015 and 85% by 2020. As of fall 2012, African American Traditional BSN students' graduation rate is 79%.

The UMB graduation rate goal for Hispanic Traditional BSN students is to graduate 82% by 2015 and 84% by 2020. As of fall 2012, the graduation rate for Hispanic Traditional BSN students is 80%.

University of Maryland, Baltimore County

The UMBC graduation rate goal for all African American Full-time Transfer students is 54.2% by 2015 and 59% by 2020. As of fall 2012, the graduation rate for all African American Full-Time Transfer students is 61.2% compared to 47.8% as of fall 2009, a narrowing of the gap.

The graduation rate goal for African American Male Full-Time Transfer students is 54% by 2015 and 59% by 2020. As of fall 2012, the graduation rate for all African American Male Full-Time Transfer students is 54.8% compared to 42.9% as of fall 2009, a narrowing of the gap.

UMBC's goal is to close the gap between White and African American Male Full Time fall transfer students to have both groups graduate at 62% by 2020. As of 2012, the most recent graduation rates for the fall 2006 cohorts did not have increases for African American students. However, the gap has narrowed to single digits for African American Male Full-time fall transfer students.

University of Maryland, College Park

UMCP has a graduation goal of 82% for students with low financial resources and 81% for African American and Hispanic students by 2020. It should be noted that prior to fall 2012, no real trajectory was established for Hispanic students. Compared to fall 2008, all groups have made progress towards narrowing the graduation rate gap.

University of Maryland University College

UMUC's data suggest declines in gaps. However, the UMUC's graduation indicator (10 versus 6 years) is different from other traditional institutions in the USM. Their plan commenced with the fall 2006 cohort. It is a unique definition initially designated for students in these cohorts. Therefore, historic data was not available because student systems (databases) were not configured to capture these data.

Institutional Graduation Gap Widening (4-year trend)

Bowie State University

The BSU six-year graduation rate goal is to graduate 51% of their FTFT freshmen by 2015 and graduate 62% by 2020 (the 2008 system average for FTFT freshmen). BSU's African American FTFT Freshmen increased their graduation rate to 40% in 2011 after slipping to 37% in 2010. For this 2013 Report, the graduation rate has slipped to 35%, the lowest since fall 2006.

Coppin State University

The six-year graduation rate goal for Coppin is to graduate at the 2008 USM African American rate of 37% by 2020 with a mid-term goal of 27% by 2015. Over the past four years, Coppin has not improved graduation rates. Therefore, the gap is widening especially as African American students at the System level have increased overall.

Frostburg State University

FSU's six-year graduation rate goal for African American students is 50% by 2015 and 55% by 2020. As of fall 2012, the six-year graduation rate is 41% compared to 42% as of fall 2010, a slight decrease.

Until fall 2012, Frostburg focused efforts on the six-year graduation rate difference between FTFT male and female freshmen students. By 2015, the six-year graduation rate goal for FTFT male freshmen is to graduate 50% and 55% by 2020. As of fall 2012, the six-year graduation rate of 34% is lower than fall 2011 and 2012. The graduation gap continues to widen.

Salisbury University

The SU six-year graduation rate goal for Hispanic FTFT Freshmen is to graduate 73% by 2015 and 73% by 2020. As of fall 2012, the six-year graduation rate for Hispanic students is 43% compared to 74% in fall 2008. Graduation rates have declined significantly. It should be noted that the Hispanic student cohort is small.

University of Maryland Eastern Shore

UMES' six-year graduation rate falls below the USM average. The goal for UMES is to graduate 63% of all students by 2020 with mid-term goal of 41% for African American students by 2015. As of 2012, the six-year graduation rates have held steady for the past four years. It should be noted that year-to-year increases in new cohort class sizes are decreasing graduation rates.

SUMMARIES OF REPORTS FROM INSTITUTIONS

For brevity, this 2013 summary has only graduation trend data. Retention data are found in each institutional report.

BOWIE STATE UNIVERSITY

Definition of Gap

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

Trend Data

**Table 1 Bowie State University
Six-year Graduation Rates: African American vs. All USM FTFT Degree Seeking Students**

Entering	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
	As of Fall 2005	As of Fall 2006	As of Fall 2007	As of Fall 2008	As of Fall 2009	As of Fall 2010	As of Fall 2011	As of Fall 2012
COMPARATOR STUDENTS: ALL USM FIRST-TIME, FULL-TIME (FTFT), DEGREE SEEKING STUDENTS								
6-yr Grad Rate	61%	60%	61%	62%	62%	62%	59%	60%
BSU African American FTFT, Degree seeking Students								
Cohort Size	302	337	560	517	711	577	858	717
6-yr Grad Rate	39%	36%	38%	41%	40%	37%	40%	35%
The Gap	(22%)	(24%)	(23%)	(21%)	(22%)	(25%)	(19%)	(25%)

Note: Graduation Rates are for institution of first-time entry.

Source: IPEDS Data Center, BSU GRS reports and USM Retention and Graduation Reports

The goal is to graduate 51% of their new freshmen in 2015 and graduate 62% by 2020 (the 2008 system average for FTFT freshmen). Bowie's African American FTFT Freshmen increased their graduation rate to 40% in 2011 after slipping in 2010. For this 2013 Report, the graduation rate has slipped lower than the 2010 rate, the lowest since fall 2006.

BSU: Initiatives to Address the Gap

BSU's achievement gap initiatives include:

- offering a summer bridge program (Bulldog Academy),
- expanding number of students in KEEP program to assist freshmen and transfer student on academic warning,
- hiring three Retention Coordinators,
- increasing funding for need-based and academic scholarship,
- providing through the Center for Teaching and Learning, faculty development workshops and training for new Blackboard Learn learning managements system and SMARTHINKING live tutoring, and
- employing supplemental instruction opportunities for students and undergraduate learning assistants.

COPPIN STATE UNIVERSITY

Definition of Gap

Coppin State University (CSU) defines the achievement gap using four major comparison groups:

- **Group I.** The differences in six-year graduation rates between African American First-Time Full-Time (FTFT) degree-seeking freshmen at CSU and African Americans at other University System of Maryland (USM) institutions will be compared.
- **Group II.** The differences in six-year graduation rates between African American First-Time Full-Time degree-seeking freshmen at Coppin State University and African American First-Time Full-Time degree-seeking freshmen within the University System of Maryland's Historically Black Institutions (HBIs).
- **Group III.** The differences in retention and six-year graduation rates between CSU African American males and CSU African American females.
- **Group IV.** The differences in retention and six-year graduation rates between CSU First-Time Full-Time freshmen and CSU freshmen transfers with less than 29 credits hours.

Trend Data

Table 2 Coppin State University

Six-year Graduation Rates: CSU African American Students¹ vs. USM African American Students

Entering	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
	As of Fall 2005	As of Fall 2006	As of Fall 2007	As of Fall 2008	As of Fall 2009	As of Fall 2010	As of Fall 2011	As of Fall 2012
Group I: CSU FTFT African American¹ vs. COMPARATOR STUDENTS: USM AFRICAN AMERICAN								
CSU African American Cohort Size	424	396	516	561	557	567	633	476
USM African American Rates ²	46%	42%	40%	37%	39%	40%	41%	43%
CSU African American Rates	19%	18%	19%	16%	13%	15%	15%	16%
The Gap³	(27%)	(24%)	(21%)	(21%)	(26%)	(25%)	(26%)	(27%)
Group II: CSU FTFT African American¹ vs. COMPARATOR STUDENTS: USM HBI AFRICAN AMERICAN								
CSU African American Cohort Size	424	396	516	561	557	567	633	476
USM African American Rates ²	42%	35%	34%	38%	36%	34%	35%	33%
CSU African American Rates	19%	18%	19%	16%	13%	15%	15%	16%
The Gap³	(23%)	(17%)	(15%)	(22%)	(23%)	(19%)	(20%)	(17%)
Group III: CSU African American Males¹ vs. COMPARATOR STUDENTS: CSU AFRICAN AMERICAN FEMALES								
CSU African American Male Cohort Size	127	119	146	141	131	130	145	98
CSU African American Female Rates ²	22%	22%	21%	18%	14%	16%	16%	17%
CSU African American Male Rates	14%	8%	10%	11%	13%	12%	12%	12%
The Gap³	(8%)	(14%)	(11%)	(7%)	(1%)	(4%)	(4%)	(5%)
Group IV: CSU Freshmen Students¹ vs. COMPARATOR STUDENTS: CSU TRANSFER STUDENTS								
CSU Freshmen Cohort Size	441	417	540	578	571	588	661	494
CSU Freshmen Transfer Students Rates ²	29%	36%	34%	20%	20%	33%	44%	30%
CSU Freshmen Students Rates	20%	18%	18%	16%	13%	15%	15%	16%
The Gap³	(9%)	(18%)	(16%)	(4%)	(7%)	(18%)	(29%)	(14%)

¹Target Group

²Comparison Group

³The Gap = difference between graduation rate of comparison group and target group.

The goal for Coppin was to graduate all students at the 2008 USM African American rate of 37% by 2020 with a midterm goal of 27% by 2015. Over the past four years, Coppin has not improved graduation rates. Therefore, the gap is widening.

CSU: Initiatives to Address the Gap

CSU's achievement gap initiatives include:

- offering the Summer Academic Success Academy (SASA),
- implementing Phase II First-Year Experience program,
- continuing the Freshmen Male Initiative (FMI) as result of higher grade point average performance by participants as compared to non-participants,
- implementing the College of Health Professions' Living Learning Community,
- piloting the NCAA Program to Enhance the Success of Student Athletes,
- launching EagleLINKS a mobile app for students, faculty, and staff access to academic services,
- enhancing student analytics to boost student retention outcomes,
- piloted *Analytics for Learn (A4L)* with dashboard indicators for students and faculty, and
- providing continuous academic support and creating a welcoming and attractive environment for success.

FROSTBURG STATE UNIVERSITY

Definition of Gap

Frostburg State University (FSU) defines the achievement gap as the differences in six-year graduation rates between FSU African American, Hispanic, and Low-income students and all FTFT FSU students (Table 3).

Trend Data

**Table 3 Frostburg State University
Six-Year Graduation Rate African American vs. All FTFT FSU Students
Fall Student Cohort**

Entering	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
	As of Fall 2005	As of Fall 2006	As of Fall 2007	As of Fall 2008	As of Fall 2009	As of Fall 2010	As of Fall 2011	As of Fall 2012
COMPARATOR STUDENTS: ALL FIRST-TIME FULL-TIME FSU STUDENTS								
Cohort Size			927	1001	990	959	927	1013
6-yr Grad Rate			51%	48%	49%	48%	45%	44%
FSU African American Students								
Cohort Size			116	128	128	151	186	215
6-yr Grad Rate			40%	40%	45%	42%	43%	41%
The Gap			(11%)	(8%)	(4%)	(6%)	(2%)	(3%)
FSU Hispanic Students								
Cohort Size			17	20	22	19	29	23
6-yr Grad Rate			53%	35%	36%	21%	28%	35%
The Gap			2%	(13%)	(13%)	(27%)	(17%)	(9%)
FSU Low-income Students								
Cohort Size			216	222	209	221	227	243
6-yr Grad Rate			46%	45%	51%	44%	41%	42%
The Gap			(5%)	(3%)	2%	(4%)	(4%)	(2%)

Frostburg initially focused their efforts on the differences between male and female new freshmen students. The graduation goal for male freshmen is 50% by 2015 and 55% by 2020. As of fall 2012, the focus was shifted to African American, Hispanic, and Low-income students. African American students show a slight decrease in graduation rates.

FSU's six-year graduation rate goal for African American students is 50% by 2015 and 55% by 2020. As of fall 2012, the six-year graduation rate is 41% compared to 42% as of fall 2010, a slight decrease.

FSU's six-year graduation rate goal for Hispanic students is 53% by 2015 and 55% by 2020. As of fall 2012, the six-year graduation rate is 35% compared to 21% as of fall 2010, a narrowing of the gap.

FSU's six-year graduation rate goal for Low-income students is 53% by 2015 and 55% by 2020. As of fall 2012, the six-year graduation rate is 42% compared to 44% as of fall 2010, a slight decrease.

FSU: Initiatives to Address the Gap

Frostburg's achievement gap initiatives include:

- hiring an Assistant Provost for Student Success and Retention to focus on achievement gap efforts,
- implementing course redesign,

- streamlining a platform called Campus Labs to facilitate faculty and staff participation and to increase intentional intervention for identified students,
- expanding learning communities to include all freshmen based on an 89% supportive response rate from prior year participants,
- improving effectiveness and efficiency for PSYCH 150 as a result of implementing course redesign,
- providing supplemental instruction in General Psychology that has led to increased student connection to the course and improved grades,
- offering extensive TRIO student support and tutoring services to achieve an 87% retention rate (91% female and 80% male) returning for third semester, and
- increasing need-based financial aid by 55% between 2007 and 2012.

SALISBURY UNIVERSITY

Definition of Gap

Salisbury University (SU) defines the achievement gap as the differences in six-year graduation rates between African American, Hispanic, and Low-income students compared to all SU students (Table 4).

Trend Data

Table 4 Salisbury University

Six-Year Graduation Rates: Low-income¹, African American, and Hispanic vs. All SU Students

Entering	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
	As of Fall 2005	As of Fall 2006	As of Fall 2007	As of Fall 2008	As of Fall 2009	As of Fall 2010	As of Fall 2011	As of Fall 2012
COMPARATOR STUDENTS: ALL SU STUDENTS								
Cohort Size				900	947	981	952	1028
6-Yr Grad Rate				69%	66%	70%	67%	67%
SU African American								
Cohort Size				84	79	75	94	125
6-Yr Grad Rate				57%	62%	53%	60%	66%
The Gap				(12%)	(4%)	(17%)	(7%)	(1%)
SU Hispanic								
Cohort Size				23	33	23	25	30
6-Yr Grad Rate				74%	64%	70%	60%	43%
The Gap				+5%	(2%)	No Gap	(7%)	(24%)
SU Low Income								
Cohort Size				134	129	110	112	126
6-Yr Grad Rate				54%	59%	63%	62%	62%
The Gap				(15%)	(7%)	(7%)	(5%)	(5%)

¹ Low-income cohort size is representative of full-time, first-time, degree seeking students that received a Pell grant during their first year at SU.

The goal for the African American FTFT Freshmen at Salisbury is to graduate at 63% by 2015 and close the gap in 2020 with 69% graduation rate. As of fall 2012, African American students have made progress with a graduation rate of 66% compared to 62% as of fall 2009.

The goal for Hispanic FTFT students at Salisbury is to graduate at 63% by 2015 and 69% by 2020. As a fall 2012, graduate rates for Hispanic students have declined significantly.

The goal for the Low-income FTFT Freshmen at Salisbury is to graduate at 61% by 2015 and 69% by 2020 (Salisbury’s 2008 FTFT freshmen graduation average). As of the fall 2012, the Low-income New Freshmen were graduating at 62%.

SU: Initiatives to Address the Gap

Salisbury's achievement gap initiatives include:

- providing mid-semester reporting on student performance and advising for all FTFT students attending the Center for Student Achievement; students using the Center's services were retained into their second year at higher rates (78%) than those who did not use the Center (76%),
- expanding the offering of living-learning communities (LLCs) to accommodate 38% more students including 16% participation by first-time minority students, and
- offering supplemental instruction such that LLC participants in five or more sessions had higher first-year grades (3.10 vs. 2.95) than those not in LLCs.

TOWSON UNIVERSITY

Definition of Gap¹

Towson University defines its achievement gap as the differences between six-year graduation rates of its African American, Hispanic, and Low-income students compared to all USM students (Table 5).

Trend Data

**Table 5 Towson University
Six-Year Graduation Rates: African American, Hispanic, and Low-income vs. all USM Students**

Entering	Fall 1999 ¹	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
	As of Fall 2005	As of Fall 2006	As of Fall 2007	As of Fall 2008	As of Fall 2009	As of Fall 2010	As of Fall 2011	As of Fall 2012
COMPARATOR STUDENTS: ALL OTHER TU FTFT STUDENTS								
6-Year Graduation Rate			66%	66%	73%	68%	63%	65%
TU African American FTFT Students								
Cohort Size			152	153	162	169	269	305
6-Year Graduation Rate			65%	69%	73%	73%	55%	59%
The Gap			(1%)	3%	No Gap	5%	(8%)	(6%)
TU Hispanic Students								
Cohort Size			37	31	22	39	47	62
6-Year Graduation Rate			59%	61%	59%	67%	51%	55%
The Gap			(7%)	(5%)	(14%)	(1%)	(12%)	(10%)
TU Low-income FTFT Students								
Cohort Size			216	279	232	267	344	411
6-Year Graduation Rate			52%	61%	66%	64%	52%	56%
The Gap			(14%)	(5%)	(7%)	(4%)	(11%)	(9%)

¹From 2008-2011, Towson University identified achievement gaps for Low-income and First-Generation First-Time students only. This is the first report for African American, Hispanic and Low-income First-Time Full-time students.

Towson University's six-year graduation rate goal for FTFT African American students is 70% by 2015 and 2020. As of fall 2012, the rate is 59%; while higher than 55% as of fall 2011, it is significantly lower than the 73% for African Americans as of fall 2009. Although, the rate did not meet the USM benchmark, there is a narrowing of the gap.

Towson University's six-year graduation rate goal for FTFT Hispanic students is 68.3% by 2015 and 70% by 2020. As of fall 2012, the rate is 55%; while higher than 51% as of fall 2011, it is lower than the 59% for Hispanics as of fall 2009. Although, the rate did not meet the USM benchmark, there is a narrowing of the gap.

Towson University's six-year graduation rate goal for FTFT Low-income students is 67% by 2015 and 70% by 2020. As of fall 2012, the rate is 56%; while higher than the 52% as of fall 2011, it is significantly lower than the 66% for Hispanics as of fall 2009. Although, the rate did not meet the USM benchmark, there is a narrowing of the gap.

TU: Initiatives to Address the Gap

Towson's achievement gap initiatives include:

- providing academic support through First Year Experience (FYE) Advising Program,
- providing academic intervention for Low-income students through the Strategies for Student Success Program (S3) Course,
- using the Community Enrichment and Enhancement Partnership (CEEP) to offer scholarships for retaining diverse and traditionally under-represented students, and
- pairing peer mentors through the Students Achieve Goals through Education (SAGE) Program to promote academic achievement, personal development, and campus-wide involvement.

UNIVERSITY OF BALTIMORE

Definition of Gap

University of Baltimore (UB) defines the achievement gap as the differences in the six-year graduation rate between African American, Hispanic, and Low-income students as compared to all UB transfer students. The number of Hispanic transfer students is statistically too small to draw conclusions (Table 6).

Trend Data

**Table 6 University of Baltimore
Six-year Graduation Rates: New Transfers
Graduation Rate Gap between African American and Low-income Students
vs. all UB Full-time Transfer Students**

Entering	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
	As of Fall 2006	As of Fall 2007	As of Fall 2008	As of Fall 2009	As of Fall 2010	As of Fall 2011	As of Fall 2012
All New UB Full-time Transfer Students							
Cohort Size					343	355	324
6-Yr Grad Count					214	225	213
6-Yr Grad Rate					62%	63%	66%
New UB African American Transfer Students							
Cohort Size					88	89	81
6-Yr Grad Count					41	44	42
6-Yr Grad Rate					47%	49%	52%
The Gap					(15%)	(14%)	(14%)
New UB Low-income Transfer Students							
Cohort Size					113	125	109
6-Yr Grad Count					64	65	61
6-Yr Grad Rate					57%	52%	56%
The Gap					(5%)	(11%)	(10%)

¹Five-year rate is based on transfer students.

UB focused on the transfer graduation gaps between the overall population and the African American students. The goal is to graduate African American transfer students at the campus rates of 63% by 2020. Graduation rates for African American transfers increased over the past few years and the gap has narrowed.

UB: Initiatives to Address the Gap

UB's achievement gap initiatives include:

- expanding Summer Conditional Admit Programs,
- revising exemptions from placement testing in math and writing and redesign of developmental courses,
- restructuring First-Year Program to improve alignment with the General Education Program,
- implementing MHEC Sophomore Retention Grant for student advisement, critical reading improvement strategies, and the expansion of the Professional Development Institute (PDI) career counseling and mentoring, especially for sophomore transfers,
- increasing efforts to obtain grants and awards in support of the student success needs of at-risk students,

- modifying software to UB Early Alert Advising System in 2012 followed by proposed policy revision (Spring 2013) to extend PASS/FAIL and FAILURE TO ATTEND grades to all undergraduate students,
- developing efforts to recruit Hispanic students –the admissions office has developed strong relationships within the Baltimore City high schools and area community colleges to attract both Latino and Asian applicants, including targeted high school visits, increased participation in recruitment events such as the Hispanic College Fair, and civic events such as early college readiness programs at various Jr. and Sr. high schools,
- creating a concierge service for transfer and re-entry students, formerly identified as a center for working adult students,
- developing an enrollment management retention work group to follow up with students who have not registered in a timely fashion, and
- adding a New Student Financial Aid Counselor in the Office of Financial Aid.

UNIVERSITY OF MARYLAND, BALTIMORE

Definition of Gap¹

The University of Maryland, Baltimore defines the achievement gap as the differences in three-year graduation rates in the School of Nursing’s BSN program between African American Traditional BSN students and all Traditional BSN students, Hispanic BSN students and all Traditional BSN students, and Low-income (Pell Grant eligible) Traditional BSN students and all Traditional BSN students (Table 7).

Trend Data

**Table 7 University of Maryland, Baltimore
Three-Year Graduation Rates²:
African American, Hispanic, and Low-income Traditional BSN Students
vs.
All Traditional BSN Students**

Entering	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
COMPARATOR STUDENTS: UMB WHITE TRADITIONAL BSN STUDENTS									
Cohort Size	134	186	156	168	144	150	141	132	114
3-Year Grad Rate	86%	86%	93%	94%	94%	88%	89%	81%	84%
UMB African American Traditional BSN Students									
Cohort Size	39	59	41	32	30	32	32	22	14
3-year Grad Rate	74%	71%	88%	88%	97%	84%	88%	77%	79%
The Gap	(12%)	(15%)	(5%)	(6%)	3%	(4%)	(1%)	(4%)	(5%)
UMB Hispanic Traditional BSN Students									
3-Year Grad Rate	83%	100%	100%	86%	88%	100%	100%	75%	80%
The Gap	(3%)	14%	7%	(8%)	(6%)	12%	11%	(6%)	(4%)

¹ UMB is primarily a graduate and professional institution. The extremely small number of Low-income students and the absence of an achievement gap based on income limit the usefulness of including this category in UMB’s Achievement Gap Plan.

² RN nurses take three years to complete the BSN.

By 2020, the UMB three-year graduation goal is to have African American and Hispanic Traditional BSN students graduate at 84%. All cohorts have significantly decreased their rates of success with African American and Hispanic graduations rates falling faster than their White counterparts. The most recent graduation rate gaps (fall 2009 cohorts) have widened compared to the fall 2006 cohorts.

UMB: Initiatives to Address the Gap

UMB’s achievement gap initiatives include:

- offering a one day, pre-entry Student Success Immersion Program,
- offering Guided Study Sessions (GSS) for Pathopharmacology, Adult Health Nursing, Introduction to Professional Nursing Practice, Health Assessment, and Science and Research for Nursing Practice courses,
- providing individualized academic coaching,
- providing private tutoring for most entry-into-practice courses and workshops of skills necessary for success, and
- promoting Student Success Center services to new and current students, so as to increase participation in and early utilization of Center.

UNIVERSITY OF MARYLAND, BALTIMORE COUNTY

Definition of Gap

The University of Maryland, Baltimore County (UMBC) defines its achievement gap as the differences in six-year 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 8).

Trend Data **Table 8 University of Maryland, Baltimore County**
Six-Year Graduation Rates: African American Transfer Students¹ vs. White Transfer Students²

Entering	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
	As of Fall 2005	As of Fall 2006	As of Fall 2007	As of Fall 2008	As of Fall 2009	As of Fall 2010	As of Fall 2011	As of Fall 2012
COMPARATOR STUDENTS: UMBC White Full-time Transfer Students								
Cohort Size	422	452	419	429	423	490	399	389
Six-Year Graduation Rate	60.0%	56.9%	63.0%	60.6%	63.4%	61.6%	64.9%	64.3%
UMBC African American Full-Time, Fall Transfer Students								
Cohort Size	152	163	168	176	157	167	163	152
Six-Year Graduation Rate	44.1%	50.9%	54.2%	48.3%	47.8%	55.1%	43.6%	61.2%
The Gap³	(15.9%)	(6%)	(8.8%)	(12.3%)	(15.6%)	(6.5%)	(21.3%)	(3.1%)
COMPARATOR STUDENTS: UMBC White Male Full-Time, Fall Transfer Students								
Cohort Size	190	220	204	206	228	232	215	196
Six-Year Graduation Rate	61.1%	53.2%	61.8%	60.7%	58.8%	62.9%	61.4%	62.8%
UMBC African American Male Full-time Fall Transfer Students								
Cohort Size	48	58	63	54	63	67	53	62
Six-Year Graduation Rate	33.3%	44.8%	49.2%	44.4%	42.9%	52.2%	41.5%	54.8%
The Gap³	(27.7%)	(8.4%)	(12.6%)	(16.2%)	(15.9%)	(10.7%)	(19.9%)	(8.0%)

¹ Students identified by UMBC as having an achievement Gap

² Students used as the comparison group

³ The Gap = difference between graduation rate of comparison group and graduation rate of gap students presented in percentage points difference

The UMBC's six-year graduation rate goal for all African American Full-time Transfer students is 54.2% by 2015 and 59% by 2020. As of fall 2012, the graduation rate for all African American Full-Time Transfer students is 61.2% compared to 47.8% as of fall 2009.

The six-year graduation rate goal for African American Male Full-Time Transfer students is 54% by 2015 and 59% by 2020. As of fall 2012, the graduation rate for all African American Male Full-Time Transfer students is 54.8% compared to 42.9% as of fall 2009.

UMBC's six-year graduation rate goal is to close the gap between White and African American transfers to have both groups graduate at 62% by 2020. As of 2012, the most recent graduation rates for the fall 2006 cohorts have increased for African American students. Although, the graduation rate gap has narrowed to single digits for African American Male transfer students.

UMBC: Initiatives to Address the Gap:

UMBC's achievement gap initiatives include:

- implementing an academic seminar for transfer students (TRS 201),
- adding Supplemental Instruction (SI) for courses historically difficult for transfer students,

- extending First-Year Intervention (FYI) to include first-year transfer students,
- strengthening Transfer Student Alliance (TSA) to achieve total participation of 134 students,
- improving orientation and advising,
- expanding LRC 101A to include students in academic probation/jeopardy as well as those in suspension/dismissal, and
- receiving a planning grant from the Bill and Melinda Gates Foundation to support the exploration of a broad and encompassing program of support to transfer students.

UNIVERSITY OF MARYLAND, COLLEGE PARK

Definition of Gap

University of Maryland, College Park (UMCP) defines the achievement gap as the differences in six-year graduation rates between African American, Hispanic, and Low-income students compared to all USM students (Table 9).

Trend Data

**Table 9 University of Maryland, College Park
Six-Year Graduation Rates:**

UMCP African American, Hispanic, and Low-income vs. All UMCP FTFT New Students

Entering	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
	As of Fall 2005	As of Fall 2006	As of Fall 2007	As of Fall 2008	As of Fall 2009	As of Fall 2010	As of Fall 2011	As of Fall 2012
COMPARATOR STUDENTS: ALL UMCP FTFT New Students								
6-Year Grad Rate	76.5%	79.5%	80.0%	81.8%	81.8%	81.5%	81.9%	82.0%
UMCP African American Students								
Cohort Size	524	474	522	449	517	511	552	590
6-Year Grad Rate	67.6%	70.7%	68.8%	67.9%	70.8%	69.1%	73.4%	74.1
The Gap	(8.9%)	(8.8%)	(11.2%)	(13.9%)	(11.0%)	(12.4%)	(8.5%)	(7.9%)
UMCP Hispanic Students								
Cohort	205	187	211	211	243	220	261	314
6-Year Grad Rate	66.3%	78.6%	71.1%	75.8%	71.0%	75.5%	72.0%	79.0%
The Gap	(10.2%)	(.9%)	(8.9%)	(6.0%)	(10.8%)	(6.0%)	(9.9%)	(3.0%)
UMCP Students with Low Financial Resources								
Cohort Size					1010	974	856	846
6-Year Grad Rate					73.1%	74.3%	76.1%	77.7%
The Gap					(8.7%)	(7.2%)	(5.8%)	(4.3%)

¹Low resources 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.

UMCP has a graduation goal of 82% for students with low financial resources and 81% for African American and Hispanic students by 2020. It should be noted that prior to Fall 2012, no real trajectory was established for Hispanic students. Compared to fall 2008, all groups have made progress towards narrowing the graduation rate gap.

UMCP: Initiatives to Address the Gap

UMCP's achievement gap initiatives include:

- providing Pre-College Programs (Upward Bound, Math/Science Bound and Pre-Transfer Advising),
- providing Academic Support for Targeted Populations (Academic Achievement Program, Male Success Initiative, Office of Multi-ethnic Student Education, Nyumburu Cultural Center, University of Maryland Incentive Awards Program, Success Maryland, Center for Minorities in Science and Engineering), and
- ensuring policies and practices that support all students.

UNIVERSITY OF MARYLAND EASTERN SHORE

Definition of Gap

The University of Maryland Eastern Shore (UMES) defines the achievement gap as the difference in six-year graduation rates between UMES African American students and all USM students (Table 10).

Trend Data

**Table 10 University of Maryland Eastern Shore
Six-year Graduation Rates: African American Students¹ vs. All USM Students²**

Entering	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
	As of Fall 2005	As of Fall 2006	As of Fall 2007	As of Fall 2008	As of Fall 2009	As of Fall 2010	As of Fall 2011	As of Fall 2011
COMPARATOR STUDENTS: ALL USM STUDENTS								
6-yr Grad Rate	61%	60%	61%	62%	62%	62%	59%	60%
UMES African American Students								
Cohort Size	465	670	883	734	794	753	867	1005
6-yr Grad Rate	43%	34%	37%	39%	32%	30%	31%	32%
The Gap³	(18%)	(26%)	(24%)	(23%)	(30%)	(32%)	(28%)	(28%)

¹African American students graduating from UMES

²All USM Students graduating from the institution of first-time entry

³The Gap equals the difference between the six-year graduation rate of African American students graduating from UMES and all USM students graduating from the institution of first-time entry.

UMES' six-year graduation rate falls below the USM average. The goal for UMES is to graduate 63% of all students by 2020 with 2015 mid-term goal of 41% for African American students. As of 2012, the graduation rate has decreased and no progress has been made toward closing the achievement gap. It should be noted that year-to-year increases in new cohort class sizes are decreasing graduation rates.

UMES: Initiatives to Address the Gap

UMES' achievement gap initiatives include:

- establishing milestones of success for the identified six-year graduation rate goal,
- broadening 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,
- increasing the quality of the developmental mathematics course by completing course redesign, as well as adding a Supplemental Instruction component,
- continuing to recruit students from the top ten percent of the three local school districts in the STEM areas,
- enhancing the Summer Enrichment Academy for academically under-prepared first-time, full-time fall admits,
- providing training for faculty/staff who provide advising and interact with students during the enrollment process,
- enhancing recruit-back activities for non-returning students and students who do not select courses during registration for the upcoming semester,
- enhancing the process for monitoring, tracking, and providing interventions for students enrolled in developmental mathematics,
- enhancing the centralized process for identifying, monitoring tracking, and providing academic/counseling support for students on probation,
- establishing a profile for first-time, full-time students for each fall cohort,

- establishing a process for identifying academically "at-risk" students and provide interventions,
- continuing to collect and monitor term-to-term persistence/progression data using the fall 2006 persistence/progression data as baseline,
- enhancing learning communities for incoming high-risk first-time, full-time students, and
- establishing a proactive financial aid-training program.

UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE

Definition of Gap

Given the mixed nature of University of Maryland University College's (UMUC) overall student population, UMUC's plan commenced with the 2006 cohort. UMUC defines its starting cohort as comprising all students who meet the following parameters:

- Students who enroll in UMUC for the first time in a given fall term as degree-seeking students pursuing their first bachelor's degree; and
- Students who re-enroll in the Spring 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 the student body and the mission-driven emphasis on community college transfers).

This unique definition initially designated students in these cohorts. Therefore, historic data was not available because student systems (databases) were not configured to capture these data. The 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.

The defined Comparator Student Group will provide the baseline for comparison with African American Hispanic, and Low-income students defined as Pell recipients (Table 11).

Trend Data **Table 11 University of Maryland University College**
African American, Hispanic, and Low-income students vs. all other UMUC students

Entering	Fall 1999 ¹	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
	As of Fall 2005	As of Fall 2006	As of Fall 2007	As of Fall 2008	As of Fall 2009	As of Fall 2010	As of Fall 2011	As of Fall 2012
COMPARATOR STUDENTS: ALL OTHER UMUC STUDENTS								
Cohort Size								1466
6-Year Graduation Rate								52%
UMUC African American Students								
Cohort Size								392
6-Year Graduation Rate								44%
The Gap								(8%)
UMUC Hispanic Students								
Cohort Size								70
6-Year Graduation Rate								46%
The Gap								(6%)
UMUC Low-income Students								
Cohort Size								348
6-Year Graduation Rate								54%
The Gap								2%

UMUC's students differ from other student populations in the USM, because none of them follow the traditional student cohorts across the other ten USM institutions.

Data suggest declines in gaps. However, the UMUC's graduation indicator (10 versus 6 years) is different from other traditional institutions in the USM.

UMUC: 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 for first-in-family and returning adult students,
- modifying academic advising to focus on improving retention and graduation,
- implementing The Allies Mentoring Program to help students with transitioning to UMUC, and
- offering more scholarships (15 different scholarships targeted to students in the defined cohort).

Conclusion

This 2013 Summary of Institutional Achievement Gap Report includes both good and not-so-good news. The good news is that full-time new freshmen who entered USM institutions in fall 2010 have slightly higher retention rates than those who entered in fall 2009. Also, at seven institutions—Salisbury University; Frostburg State University; Towson University; University of Baltimore; University of Maryland, Baltimore; University of Maryland, Baltimore County; and University of Maryland, College Park—the institutional graduation gaps are narrowing or stable.

In addition, the closing the achievement gap initiative has led to productive collaboration and coordination system-wide involving student recruitment and enrollment, academic preparation, college readiness activities, persistence and retention, and financial resources. Institutions are encouraged to share best practices and to be entrepreneurial in finding the support needed to launch and sustain their efforts. For example, several institutions have been able to garner resources to hire additional staff to work on these efforts and to increase need-based financial aid, even in the difficult economy.

While some institutions have made progress in narrowing student achievement gaps and increasing graduation rates, there is still much work to be done to achieve the USM goals of cutting the gaps in half by 2015 and eliminating them by 2020. These goals have focused the institutions on careful analysis of what programs, services, and other activities are having significant impact on closing the existing gaps. USM staff members from Academic Affairs and Institutional Research continue to meet with institutional teams to provide guidance in the development of trajectories, interim goals, and assessment. Institutional reports and the annual summary report to the Board of Regents will continue to 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.

Finally, during the course of the next year, efforts will be initiated to address the following areas referenced by the Chancellor at the close of the 2013 USM Symposium on Student Success Revisited. Through a collaborative process the USM will determine how to:

- find a better system of incentives and rewards for this effort,
- know more fully what the data show that is working to close the gap in our institutions,
- identify data-based best practices,
- define complimentary metrics to address, for example, issues related to transfer students, and
- summarize data-based big ideas and best practices around closing the achievement gap and vet and circulate those ideas among institutions.



**2012 - 2013 Summary
of
Institutional Achievement Gap Reports
to the
Board of Regents**

Appendix Tables

June 14, 2013

The following tables display the six-year graduation rates and retention rates of first-time, full-time freshmen at institution of first entry. The highlighted column is the cohort of students associated with the first benchmark for Closing the Achievement Gap--decrease the gap by half in 2015. The 2009 cohort graduates in FY 2015. The retention data allows us to analyze the extent to which this initiative is contributing to the success of our students as well as serve as an early indicator for meeting the goal.

When compared to fall 2008, USM as a whole has seen improvements in retention for the past few years. Overall retention has improved at BSU, CSU, FSU, SU, TU, UMBC, and UMCP. Retention for African Americans has improved or stabilized at BSU, FSU, SU, UMBC, and UMCP. Retention for Hispanic students has increased at BSU (except for in 2010), SU, TU, UB, UMBC, UMCP, and UMES. Retention for low-income students has improved or stabilized at BSU, SU, UMBC, and UMCP.

When compared to fall 2008, the following institutions have seen retention rates suggest the achievement gaps are widening or student success rates are decreasing: Overall: UB and UMES; African American students: Coppin, TU, UB, and UMES; Hispanic students: FSU; and low-income: CSU, FSU, TU, UB, and UMES.

Overall, the retention of low-income and the retention of African-American students are still big challenges at many institutions.

USM

Six Year Graduation Rates and Retention at Institution of First-Entry

Fall Cohort-First-Time Full-Time FY Graduation Year	2002 2008	2003 2009	2004 2010	2005 2011	2006 2012	2007 2013	2008 2014	2009 2015	2010 2016	2011 2017
USM Total										
6-YR Graduation Rate	62	62	62	59	60	Fall 2013				
2nd Year Retention	82	82	82	81	81	82	82	83	83	84
3rd Year Retention	73	73	72	70	71	72	72	74	74	
4th Year Retention	68	68	68	65	67	68	68	70		
USM African-American										
6-YR Graduation Rate	37	39	40	41	43	Fall 2013				
2nd Year Retention	75	75	74	73	74	75	75	74	77	78
3rd Year Retention	61	62	60	57	60	60	60	62	63	
4th Year Retention	54	54	53	50	54	55	55	56		
USM Hispanic										
6-YR Graduation Rate	67	64	65	59	62	Fall 2013				
2nd Year Retention	86	87	85	79	82	85	82	86	85	87
3rd Year Retention	76	75	76	70	72	75	73	76	75	
4th Year Retention	74	71	74	65	70	73	70	73		
USM Low Income (Pell)										
6-YR Graduation Rate	45	46	46	43	47	Fall 2013				
2nd Year Retention	76	77	76	75	76	78	78	79	79	78
3rd Year Retention	63	64	64	59	63	63	64	67	67	
4th Year Retention	56	57	56	53	58	57	59	60		

Note: These are the rates at institution of first entry only.

Source: USM EIS and DIS files. No allowable exclusions included.

Bowie

Six Year Graduation Rates and Retention at Institution of First-Entry

Fall Cohort-First-Time Full-Time	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Earliest Data Available Summer	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Bowie Average										
6-YR Graduation Rate	40	40	38	41	35					
2nd Year Retention	70	73	77	71	71	69	69	71	75	71
3rd Year Retention	60	60	60	56	54	57	54	59	57	
4th Year Retention	55	51	53	45	49	47	47	53		
Bowie African-American										
6-YR Graduation Rate	41	40	37	40	35					
2nd Year Retention	71	74	78	72	72	70	70	71	75	72
3rd Year Retention	61	62	61	56	54	57	54	59	58	
4th Year Retention	56	52	53	45	49	47	48	53		
Bowie Hispanic										
6-YR Graduation Rate	Not Available		44	36	25					
2nd Year Retention			67	50	63	71	72	74	67	76
3rd Year Retention			56	64	50	36	50	68	40	
4th Year Retention			56	36	50	50	39	58		
Bowie Low Income (Pell)										
6-YR Graduation Rate	Not Available		35	44	35					
2nd Year Retention			76	77	72	67	64	73	76	71
3rd Year Retention			58	56	52	56	49	57	57	
4th Year Retention			50	45	48	46	45	51		

Note: These are the rates at institution of first entry only.

USM Office of Institutional Research

13-Jun-13

Source: USM EIS and DIS files. No allowable exclusions included.

Coppin

Six Year Graduation Rates and Retention at Institution of First-Entry

Fall Cohort-First-Time Full-Time	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Earliest Data Available Summer	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Coppin Average										
6-YR Graduation Rate	16	13	15	15	16					
2nd Year Retention	69	65	63	63	60	58	62	61	64	64
3rd Year Retention	48	49	43	39	42	37	42	44	40	
4th Year Retention	37	36	35	32	34	32	35	35		
Coppin African-American										
6-YR Graduation Rate	16	13	15	15	16					
2nd Year Retention	69	66	64	63	60	58	62	60	67	63
3rd Year Retention	49	49	44	39	44	35	42	43	42	
4th Year Retention	38	37	35	32	36	31	35	33		
Coppin Hispanic										
6-YR Graduation Rate	Not Available		20	0	50					
2nd Year Retention			—	0	100	50	40	50	60	83
3rd Year Retention			—	0	50	50	40	50	40	
4th Year Retention			—	0	0	50	40	50		
Coppin Low Income (Pell)										
6-YR Graduation Rate	Not Available		18	16	18					
2nd Year Retention			71	71	70	65	72	69	72	68
3rd Year Retention			49	45	51	40	50	50	45	
4th Year Retention			40	37	41	33	41	38		

Note: These are the rates at institution of first entry only.

USM Office of Institutional Research

13-Jun-13

Source: USM EIS and DIS files. No allowable exclusions included.

Frostburg

Six Year Graduation Rates and Retention at Institution of First-Entry

Fall Cohort-First-Time Full-Time	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Earliest Data Available Summer	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Frostburg Average										
6-YR Graduation Rate	48	49	48	45	44					
2nd Year Retention	70	74	70	72	68	74	72	74	71	72
3rd Year Retention	59	61	58	57	56	60	59	61	60	
4th Year Retention	54	56	54	54	52	54	54	56		
Frostburg African-American										
6-YR Graduation Rate	40	45	42	43	41					
2nd Year Retention	66	78	73	76	74	78	72	73	70	76
3rd Year Retention	53	64	53	56	56	60	58	60	57	
4th Year Retention	47	55	58	54	52	52	53	56		
Frostburg Hispanic										
6-YR Graduation Rate	Not Available		21	28	35					
2nd Year Retention			53	62	65	74	72	68	66	60
3rd Year Retention			26	45	39	57	48	53	50	
4th Year Retention			26	48	39	54	45	48		
Frostburg Low Income (Pell)										
6-YR Graduation Rate	Not Available		44	39	42					
2nd Year Retention			70	72	67	74	75	75	71	70
3rd Year Retention			59	54	56	59	58	61	60	
4th Year Retention			53	50	52	55	53	55		

Note: These are the rates at institution of first entry only.

USM Office of Institutional Research

13-Jun-13

Source: USM EIS and DIS files. No allowable exclusions included.

Salisbury

Six Year Graduation Rates and Retention at Institution of First-Entry

Fall Cohort-First-Time Full-Time	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Earliest Data Available Summer	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Salisbury Average										
6-YR Graduation Rate	67	66	69	65	67					
2nd Year Retention	80	81	83	81	80	82	80	80	82	82
3rd Year Retention	73	72	75	71	73	73	72	73	74	
4th Year Retention	71	69	71	69	70	68	68	68		
Salisbury African-American										
6-YR Graduation Rate	56	59	53	59	66					
2nd Year Retention	75	82	80	83	86	76	77	80	83	78
3rd Year Retention	74	75	65	66	77	64	63	68	72	
4th Year Retention	64	72	57	66	74	61	59	63		
Salisbury Hispanic										
6-YR Graduation Rate	Not Available		70	60	43					
2nd Year Retention			87	76	63	72	63	78	90	84
3rd Year Retention			70	68	50	62	63	65	81	
4th Year Retention			78	64	47	55	58	65		
Salisbury Low Income (Pell)										
6-YR Graduation Rate			61	64	62					
2nd Year Retention			77	83	76	83	75	81	78	77
3rd Year Retention			71	72	69	73	66	74	70	
4th Year Retention			65	69	65	66	62	69		

Note: These are the rates at institution of first entry only.

USM Office of Institutional Research

13-Jun-13

Source: USM EIS and DIS files. No allowable exclusions included.

Towson

Six Year Graduation Rates and Retention at Institution of First-Entry

Fall Cohort-First-Time Full-Time	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Earliest Data Available Summer	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Towson Average										
6-YR Graduation Rate	64	70	66	62	64					
2nd Year Retention	84	84	82	79	81	81	83	84	84	85
3rd Year Retention	75	79	76	73	73	73	76	77	77	
4th Year Retention	72	76	72	68	69	69	73	74		
Towson African-American										
6-YR Graduation Rate	67	73	72	54	59					
2nd Year Retention	92	90	90	85	85	84	88	83	84	92
3rd Year Retention	81	87	83	74	77	74	81	78	78	
4th Year Retention	77	84	81	68	68	68	78	74		
Towson Hispanic										
6-YR Graduation Rate	Not Available		64	49	55					
2nd Year Retention			82	72	77	82	79	88	78	88
3rd Year Retention			79	64	73	78	72	79	70	
4th Year Retention			69	55	69	76	73	78		
Towson Low Income (Pell)										
6-YR Graduation Rate	Not Available		64	52	56					
2nd Year Retention			84	81	81	81	86	84	86	85
3rd Year Retention			76	69	70	70	79	77	77	
4th Year Retention			73	62	64	64	73	72		

Note: These are the rates at institution of first entry only.

University of Baltimore

Six Year Graduation Rates and Retention at Institution of First-Entry

Fall Cohort-First-Time Full-Time		2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Earliest Data Available Summer		2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
UB Average											
6-YR Graduation Rate											
<i>2nd Year Retention</i>							68	82	76	77	72
<i>3rd Year Retention</i>							55	63	53	54	
<i>4th Year Retention</i>							49	56	47		
UB African-American											
6-YR Graduation Rate											
<i>2nd Year Retention</i>							77	74	77	80	75
<i>3rd Year Retention</i>							65	45	53	56	
<i>4th Year Retention</i>							54	44	46		
UB Hispanic						UB's First Freshmen Cohort		Began			
6-YR Graduation Rate											
<i>2nd Year Retention</i>							25	67	100	80	75
<i>3rd Year Retention</i>							25	50	75	40	
<i>4th Year Retention</i>							25	50	75		
UB Low Income (Pell)											
6-YR Graduation Rate											
<i>2nd Year Retention</i>							89	78	78	85	72
<i>3rd Year Retention</i>							70	57	55	61	
<i>4th Year Retention</i>							54	44	45		

Note: These are the rates at institution of first entry only.

USM Office of Institutional Research

13-Jun-13

Source: USM EIS and DIS files. No allowable exclusions included.

UMBC

Six Year Graduation Rates and Retention at Institution of First-Entry

Fall Cohort-First-Time Full-Time	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Earliest Data Available Summer	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
UMBC Average										
6-YR Graduation Rate	56	59	55	53	58					
2nd Year Retention	82	82	81	82	84	87	84	83	84	84
3rd Year Retention	71	71	69	68	72	75	71	72	74	
4th Year Retention	65	67	64	63	67	69	67	68		
UMBC African-American										
6-YR Graduation Rate	55	59	57	56	61					
2nd Year Retention	87	90	87	91	91	90	86	90	85	85
3rd Year Retention	76	80	74	77	82	80	72	78	77	
4th Year Retention	68	75	69	72	77	76	73	78		
UMBC Hispanic										
6-YR Graduation Rate	Not Available		58	60	41					
2nd Year Retention			82	83	73	83	77	84	79	81
3rd Year Retention			76	67	61	74	60	65	67	
4th Year Retention			74	57	57	71	62	57		
UMBC Low Income (Pell)										
6-YR Graduation Rate	Not Available		45	46	58					
2nd Year Retention			77	77	89	88	81	85	86	82
3rd Year Retention			63	66	73	79	66	75	76	
4th Year Retention			55	58	68	74	63	69		

Note: These are the rates at institution of first entry only.

USM Office of Institutional Research

13-Jun-13

Source: USM EIS and DIS files. No allowable exclusions included.

UMCP

Six Year Graduation Rates and Retention at Institution of First-Entry

Fall Cohort-First-Time Full-Time	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Earliest Data Available Summer	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
UMCP Average										
6-YR Graduation Rate	80	80	79	80	80					
2nd Year Retention	92	92	92	91	92	93	93	95	94	93
3rd Year Retention	85	85	85	85	85	86	88	89	88	
4th Year Retention	83	83	82	82	83	84	85	86		
UMCP African-American										
6-YR Graduation Rate	67	69	68	72	73					
2nd Year Retention	88	89	87	89	91	95	91	95	94	95
3rd Year Retention	80	80	79	82	83	85	85	90	86	
4th Year Retention	77	77	74	77	80	83	81	85		
UMCP Hispanic										
6-YR Graduation Rate	Not Available		73	69	75					
2nd Year Retention			90	85	91	91	90	94	93	92
3rd Year Retention			85	78	82	83	86	88	85	
4th Year Retention			82	73	80	81	81	85		
UMCP Low Income (Pell)										
6-YR Graduation Rate	Not Available		73	73	75					
2nd Year Retention			90	90	87	92	91	97	95	84
3rd Year Retention			84	83	83	85	87	92	90	
4th Year Retention			77	78	78	81	81	86		

Note: These are the rates at institution of first entry only.

USM Office of Institutional Research

13-Jun-13

Source: USM EIS and DIS files. No allowable exclusions included.

UMES

Six Year Graduation Rates and Retention at Institution of First-Entry

Fall Cohort-First-Time Full-Time	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Earliest Data Available Summer	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
UMES Average										
6-YR Graduation Rate	38	32	32	30	30					
2nd Year Retention	69	67	64	65	64	65	69	64	68	68
3rd Year Retention	51	48	48	46	45	48	51	50	54	
4th Year Retention	43	39	40	40	41	44	46	44		
UMES African-American										
6-YR Graduation Rate	37	32	30	30	31					
2nd Year Retention	71	67	64	64	65	65	70	66	67	68
3rd Year Retention	53	49	49	46	47	48	52	52	54	
4th Year Retention	45	41	40	41	42	43	47	46		
UMES Hispanic										
6-YR Graduation Rate	Not Available		0	0	23					
2nd Year Retention			44	50	46	58	50	33	67	69
3rd Year Retention			11	21	23	42	30	20	60	
4th Year Retention			11	21	23	25	20	20		
UMES Low Income (Pell)										
6-YR Graduation Rate			32	28	31					
2nd Year Retention			66	64	67	69	72	65	66	69
3rd Year Retention			53	46	46	49	54	49	54	
4th Year Retention			43	40	42	45	48	42		

Note: These are the rates at institution of first entry only.

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13-Jun-13

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