

**Achievement Gap Report**  
**Due 2 February 2014**  
**UMBC**

**1. Institutional definition of the achievement gap**

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

- The most recent seven cohorts (2001 to 2007) of fall transfer students have included between 157 and 201 African American students each year. The graduation rate for these students has varied from 43.6% to 61.2% and the gap between this rate and the graduation rate for White transfer students has varied without trend between 21.3 and 2.6 percentage points, with the smallest gap for the most recent cohort.
- These same seven cohorts of fall transfer students have included between 53 and 67 African American male students. The graduation rate for these students has varied from 41.5% to 62.2% and the gap between this rate and the graduation rate for White male transfer students has varied between 19.9 and 1.1 percentage points, with the smallest of these gaps for the most recent cohort.

For this report we have also reviewed the six-year graduation rates for African American, Hispanic, and low-income students who start at UMBC as freshmen. Low-income students are defined as Pell recipients.

- African American freshmen at UMBC graduate at a higher rate than the overall freshman population and a higher rate than the USM average.
- The small cohorts of Hispanic freshmen at UMBC (27 to 47 per year for the fall cohorts starting in 2001 through 2007) have a graduation rate that varies widely from year to year (45.5% to 74.1% from 2001 through 2007). As a result, the difference between the six-year graduation rate of Hispanic freshmen and all UMBC freshmen has varied widely, from 15.4 percentage points higher for Hispanic students to 15.2 percentage points lower for Hispanic students during these years. The difference between UMBC Hispanic freshmen and the USM average for Hispanic freshmen varies widely without trend (from a gap of -7.1 percentage points to a gap of 16.5 percentage points over the cohorts 2002 through 2006, the only years for which we have USM comparison numbers).
- Pell-recipient freshmen have numbered between 198 and 258 in the fall cohorts from 2001 through 2007. Their graduation rate has been consistently lower than the rate for all UMBC freshmen by amounts that vary widely without trend, ranging from 10.3 to 1.3 percentage points. The two years with the smallest gap (1.3 and 2.0 percentage points) are the most recent years for which six-year graduation data are available: the fall 2006 and 2007 cohorts. UMBC Pell-recipient freshmen graduate at a higher rate than the USM average for Pell-recipient freshmen. The gap varies without trend from -.6 to -10.2 percentage points over the 2002 through 2006 cohorts, the only ones for which we have USM comparison numbers.

**2. Table showing institutional trend data for student subgroups identified as having a gap**  
**(See next page)**

**University of Maryland, Baltimore County Trend Data**  
**Six-Year Graduation and Retention Rates: First Time Full-Time Degree Seeking New Freshmen, Full-Time Fall Cohorts Only**

Entering fall cohort years:	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Six-year graduation year:	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
<b>USM Total</b>													
2-Year Retention		82.0%	82.0%	82.0%	81.0%	81.0%	82.0%	82.0%	83.0%	83.0%	84.0%		
3-Year Retention		73.0%	73.0%	72.0%	70.0%	71.0%	72.0%	72.0%	74.0%	74.0%			
4-Year Retention		68.0%	68.0%	68.0%	65.0%	67.0%	68.0%	68.0%	70.0%				
6-Year Grad Rate		62.0%	62.0%	62.0%	59.0%	60.0%							
<b>USM African American</b>													
2-Year Retention		75.0%	75.0%	74.0%	73.0%	74.0%	75.0%	75.0%	74.0%	77.0%	78.0%		
3-Year Retention		61.0%	62.0%	60.0%	57.0%	60.0%	60.0%	60.0%	62.0%	63.0%			
4-Year Retention		54.0%	54.0%	53.0%	50.0%	54.0%	55.0%	55.0%	56.0%				
6-Year Grad Rate		37.0%	39.0%	40.0%	41.0%	43.0%							
<b>USM Hispanic</b>													
2-Year Retention		86.0%	87.0%	85.0%	79.0%	82.0%	85.0%	82.0%	86.0%	85.0%	87.0%		
3-Year Retention		76.0%	75.0%	76.0%	70.0%	72.0%	75.0%	73.0%	76.0%	75.0%			
4-Year Retention		74.0%	71.0%	74.0%	65.0%	70.0%	73.0%	70.0%	73.0%				
6-Year Grad Rate		67.0%	64.0%	65.0%	59.0%	62.0%							
<b>USM Low-Income (Pell)</b>													
2-Year Retention		76.0%	77.0%	76.0%	75.0%	76.0%	78.0%	78.0%	79.0%	79.0%	78.0%		
3-Year Retention		63.0%	64.0%	64.0%	59.0%	63.0%	63.0%	64.0%	67.0%	67.0%			
4-Year Retention		56.0%	57.0%	56.0%	53.0%	58.0%	57.0%	59.0%	60.0%				
6-Year Grad Rate		45.0%	46.0%	46.0%	43.0%	47.0%							
<b>All New Freshmen UMBC</b>													
Cohort Size	1,329	1,356	1,487	1,402	1,414	1,419	1,423	1,555	1,523	1,485	1,413	1,547	1,653
2-Year Retention	82.5%	82.3%	82.7%	81.7%	82.6%	84.6%	87.4%	85.2%	84.4%	84.6%	85.1%	87.3%	
3-Year Retention	72.2%	71.8%	71.4%	69.4%	68.7%	72.7%	76.2%	72.7%	74.0%	75.6%	73.7%		
4-Year Retention	66.8%	65.3%	67.4%	64.1%	63.1%	68.2%	70.6%	68.7%	70.2%	70.4%			
6-Year Grad Rate	58.8%	58.7%	59.6%	56.9%	55.6%	60.7%	63.3%						
<b>African American New Freshmen UMBC</b>													
Cohort Size	149	119	156	131	143	166	199	209	225	189	170	164	185
2-Year Retention	86.6%	86.6%	89.7%	87.8%	91.6%	91.6%	91.0%	87.1%	90.2%	84.7%	86.5%	93.3%	
3-Year Retention	75.2%	75.6%	80.1%	74.8%	77.6%	82.5%	80.4%	72.7%	78.2%	76.2%	78.2%		
4-Year Retention	73.2%	68.1%	75.0%	69.5%	72.7%	77.1%	76.4%	73.7%	78.2%	73.5%			
6-Year Grad Rate	62.4%	58.0%	66.0%	59.5%	61.5%	62.7%	64.8%						
GAP <sup>1</sup>	-3.6%	0.7%	-6.4%	-2.6%	-5.9%	-2.0%	-1.5%						
GAP <sup>2</sup>		-21.0%	-27.0%	-19.5%	-20.5%	-19.7%							
<b>Hispanic New Freshmen UMBC</b>													
Cohort Size	27	27	47	38	42	44	42	60	49	63	51	76	84
2-Year Retention	85.2%	85.2%	83.0%	81.6%	83.3%	72.7%	83.3%	76.7%	83.7%	79.4%	80.4%	82.9%	
3-Year Retention	74.1%	77.8%	72.3%	76.3%	66.7%	61.4%	73.8%	60.0%	65.3%	66.7%	64.7%		
4-Year Retention	70.4%	77.8%	66.0%	73.7%	57.1%	56.8%	71.4%	61.7%	57.1%	65.1%			
6-Year Grad Rate	63.0%	74.1%	57.4%	60.5%	61.9%	45.5%	57.1%						
GAP <sup>1</sup>	-4.2%	-15.4%	2.2%	-3.6%	-6.3%	15.2%	6.2%						
GAP <sup>2</sup>		-7.1%	6.6%	4.5%	-2.9%	16.5%							
<b>Low Income (Pell) New Freshmen UMBC</b>													
Cohort Size	217	212	258	204	198	206	221	241	267	313	294	323	313
2-Year Retention	77.9%	79.7%	84.1%	77.0%	76.3%	88.3%	87.3%	81.3%	84.6%	85.9%	82.0%	87.3%	
3-Year Retention	68.7%	68.4%	70.9%	63.2%	65.7%	73.3%	77.8%	66.4%	75.7%	76.4%	72.4%		
4-Year Retention	62.7%	58.5%	67.4%	55.4%	58.1%	68.0%	72.4%	63.5%	69.7%	72.8%			
6-Year Grad Rate	55.3%	51.4%	56.2%	46.6%	47.5%	58.7%	62.0%						
GAP <sup>1</sup>	3.5%	7.3%	3.4%	10.3%	8.1%	2.0%	1.3%						
GAP <sup>2</sup>		-6.4%	-10.2%	-0.6%	-4.5%	-11.7%							

<sup>1</sup> - GAP is between UMBC All and UMBC specific group

<sup>2</sup> - GAP is between UMBC group and comparable USM group

**University of Maryland, Baltimore County Trend Data**

**Six-year Graduation Rates: African-American Transfer Students<sup>1</sup> vs. White Transfer Students<sup>2</sup>, Full-time Fall Cohorts Only**

Entering fall cohort years:	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Six-year graduation year:	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
<b>Gap Students:</b>													
African American Full-Time Fall Transfer Students													
Cohort Size	168	176	157	167	163	152	201	193	184	200	202	246	205
2 Yr Retention	71.4%	71.0%	66.2%	69.5%	69.9%	76.3%	78.1%	69.9%	76.1%	83.0%	81.2%	79.7%	
3 Yr Retention	53.0%	51.1%	49.0%	56.9%	51.5%	59.9%	52.7%	49.7%	55.4%	58.0%	55.9%		
4 Yr Retention	27.4%	25.6%	27.4%	29.9%	21.5%	32.2%	26.4%	28.5%	27.7%	27.0%			
6 Yr Grad Rate	54.2%	48.3%	47.8%	55.1%	43.6%	61.2%	60.7%						
<b>Comparator Group:</b>													
White Full-Time Fall Transfers Students													
Cohort Size	419	429	423	490	399	389	444	457	473	505	524	478	428
2 Yr Retention	73.3%	74.4%	75.9%	75.3%	77.7%	80.7%	76.6%	81.8%	79.7%	82.4%	85.5%	81.4%	
3 Yr Retention	52.3%	53.1%	51.8%	53.9%	55.9%	55.0%	54.7%	57.5%	57.3%	56.2%	61.1%		
4 Yr Retention	19.3%	20.0%	18.0%	21.6%	22.8%	20.3%	20.5%	20.8%	23.9%	23.6%			
6 Yr Grad Rate	63.2%	60.6%	63.4%	61.8%	64.9%	64.3%	63.3%						
GAP <sup>3</sup>	9.0%	12.3%	15.6%	6.7%	21.3%	3.1%	2.6%						
<b>Gap Students:</b>													
African American Full-Time Fall Transfer Students, Male <sup>4</sup>													
Cohort Size	63	54	63	67	53	62	82	93	70	72	78	106	85
2 Yr Retention	76.2%	64.8%	69.8%	67.2%	77.4%	71.0%	84.1%	73.1%	72.9%	83.3%	75.6%	77.4%	
3 Yr Retention	54.0%	44.4%	42.9%	59.7%	52.8%	58.1%	54.9%	52.7%	50.0%	54.2%	56.4%		
4 Yr Retention	39.7%	25.9%	30.2%	23.9%	22.6%	35.5%	30.5%	25.8%	30.0%	26.4%			
6 Yr Grad Rate	49.2%	44.4%	42.9%	52.2%	41.5%	54.8%	62.2%						
<b>Comparator Group:</b>													
White Full-Time Fall Transfers Students, Male													
Cohort Size	204	206	228	232	215	196	245	221	242	268	261	267	216
2 Yr Retention	73.0%	74.3%	75.9%	77.2%	74.9%	80.6%	78.0%	77.8%	79.8%	82.1%	84.7%	79.8%	
3 Yr Retention	55.9%	58.3%	51.8%	57.8%	59.1%	59.2%	59.6%	58.8%	61.2%	59.0%	62.8%		
4 Yr Retention	23.0%	23.3%	20.6%	26.7%	26.5%	23.5%	26.9%	26.2%	26.9%	30.2%			
6 Yr Grad Rate	62.3%	60.7%	58.8%	62.9%	61.4%	62.8%	63.3%						
GAP <sup>3</sup>	13.1%	16.2%	15.9%	10.7%	19.9%	8.0%	1.1%						

<sup>1</sup> Students identified by UMBC as having an Achievement Gap

<sup>2</sup> Students used as the comparison group.

<sup>3</sup> The Gap=difference between graduation rate of comparison group and graduation rate of gap students presented in percentage points different.

<sup>4</sup> Other students identified by UMBC as having an Achievement Gap

UMBC'S achievement gap initiatives include:

- **Implementing an academic seminar for transfer students (TRS 201)**
- **Offering Supplemental Instruction (SI) in courses which historically have been difficult for transfer students**
- **Enhancing follow up to First-Year Intervention (FYI) alerts for transfer students**
- **Strengthening Transfer Student Alliance (TSA)**
- **Continuing to improve orientation and advising**
- **Delivering LRC 101A to students in academic probation/jeopardy as well as those in suspension/dismissal and**
- **Implementing programming with a grant from the Bill and Melinda Gates Foundation**  
*These initiatives affect all students, or where appropriate all transfer students, regardless of race, ethnicity, or financial background. The demographic details available vary by intervention.*

3. ***Bulleted summary of initiatives implemented to close the achievement gap, including data on participants in each initiative.***

- **Implementing an academic seminar for transfer students (TRS 201)**  
These one- or two-credit seminars are linked to courses typically taken by new transfer students. The TRS reinforces the lecture content and addresses a discipline-specific content gap while also teaching study skills, test preparation, time management, and other key skills through the lens of the needs of transfer students. The first five semesters of TRS included 24 courses enrolling 206 students, including 39 African American students, 22 of them male. Ten academic departments participated.
- **Offering Supplemental Instruction (SI) in courses which historically have been difficult for transfer students**  
Supplemental Instruction (SI) focuses on courses historically difficult for students as identified by the DFW rate. At UMBC, the majority of these courses are in STEM fields. SI leaders are recruited from among Meyerhoff, Center for Women and Information Technology, and Sherman STEM Teacher Scholars, as well as by faculty identification of students who have been successful in previous classes. SI leaders attend class and model successful student behaviors such as coming to class on time and taking strategic notes. The SI leaders then hold separate SI sessions during the week. In each SI session, a peer leader assists students in identifying key topics, concepts, problems and solutions using peer-led group discussion. SI served 1,088 students in AY 2012-13, including 39 African American male students.
- **Enhancing follow up to First-Year Intervention (FYI) alerts for transfer students**  
The new Coordinator of Transfer Academic Initiatives and Pre-Transfer Advising identified all off-campus transfer students who received an FYI alert (meaning that a professor reported the student in danger of earning less than a C in the course) during the fall 2013 semester. All 505 students received an e-mail asking them to make an appointment with the Coordinator. Twenty-seven percent of the students (138 students) completed an in person appointment. Students who attended appointments reported receiving help with time management, study skills, and key encouragement at a difficult time. Staff in Residential Life also follow up with on-campus students who receive FYI Alerts. The residential Student Success Coordinator, Faculty Mentors, and Community Directors engaged 233 students in a follow up conversation personally or via e-

mail regarding their academic situation. The 233 students represent 45% of the 515 residential students who received FYI alerts.

- **Strengthening Transfer Student Alliance (TSA)**

The Transfer Student Alliance (TSA) enrolls students at Montgomery College (MC), Community College of Baltimore County (CCBC), Prince George’s Community College (PGCC), and Anne Arundel Community College (AACC) who plan to transfer to UMBC after completing an AA degree. TSA students have access to UMBC student activities and a discounted rate for concurrent-enrollment courses. Upon transfer to UMBC, TSA students are guaranteed housing, priority registration/orientation, and, for eligible participants, a scholarship. We have achieved a total TSA participation to date of 925 students (see chart below in section 4).

- **Continuing to improve orientation and advising**

High quality orientation and advising are considered key supports to student success and retention.

Improvements to this process are ongoing and include

- Incorporated FYI Alert information into online advising notes, allowing advisors to be more informed and proactive in discussing challenging situations with students.
- Automated processing of placement testing scores so they were more immediately available to orientation advisors. This affects all incoming students.
- Began generating daily reports to identify students with registration holds so that solution planning can begin even before the students arrive for orientation. While this affects only a few students per orientation session, the time savings and positive student support effects are significant.
- Developed a robust business continuity plan to allow new-student registration to continue in the face of power outage, snow closing, hurricanes, staff illness, and other obstacles.

- **Delivering LRC 101A to students in academic probation/jeopardy as well as those in suspension/dismissal**

This “last-chance” course is for students in academic jeopardy, probation, suspension, or dismissal who wish to continue at UMBC. A third to a half of all students enrolled in this course have been transfer students. Delivered by the Learning Resources Center, this three-institutional-credit course provides coaching on locus of control, persistence, career goals, and study skills among other topics. LRC 101A students with outstanding overdue balances are identified and receive personalized follow up from the Financial Aid Office. Nearly 2,000 students have enrolled in LRC 101A over the last 17 semesters. Of these, 12 percent are African American transfer students, with more female than male African American transfer students participating.

- **Implementing programming with a grant from the Bill and Melinda Gates Foundation**

Gates Foundation funding allows delivery of broad support to STEM transfer students, including efforts to streamline the transition process for students arriving from two-year institutions. The initial collaboration is between UMBC and four partner community colleges: Anne Arundel Community College, Community College of Baltimore County, Howard Community College, and Montgomery College. Soft launch of initial activities resulting from the Gates funding will occur in spring 2014. The new Peer Alumni from Community College (PACC) program, emphasizing peer-to-peer mentoring is led by Student Affairs. A new Pre-Transfer Advisor, the point of contact for transfer students from the four partner community colleges, is a joint appointment in the Office of Undergraduate Education and the Office of Academic and Pre-Professional

Advising. The new Advisor will host pre-transfer advising sessions addressing common stumbling blocks for transfer students, such as course sequencing, gateway requirements, and selecting a major.

**4. Succinct, but detailed, summary of assessments of initiatives and corrective actions taken as appropriate**

**• Implementing an academic seminar for transfer students (TRS 201)**

An initial student self-assessment of 58 (22 STEM) fall 2012 TRS students shows statistically significant positive change on all self-report measures, including directing a study group, preparing an annotated bibliography, locating key offices, identifying opportunities for tutoring and academic assistance, and writing a resume. Data analysis for fall 2013 self-assessment is underway. The one-semester and one-year retention rates for transfer students who enroll in a TRS are higher than for the overall transfer student population.

TRS Student Retention Compared to Overall Transfer Retention					
Semester	TRS Student N	TRS Student one-Semester Retention	UMBC Transfer-Student One-Semester Retention	TRS Student One-Year Retention	UMBC Transfer-Student One-Year Retention
Fall 2011	30	96.7%	88.9%	93.3%	80.1%
Spring 2012	11	90.9%	81.7%	90.9%	76.2%
Fall 2012	58	89.7%	87.6%	84.5%	78.8%
Spring 2013	14	85.7%	85.6%	N/A	N/A

Data are from TRS program records and Institutional Research

**• Offering Supplemental Instruction (SI) in courses which historically have been difficult for transfer students**

- In AY 2012-2013 offered SI in 12 courses serving 2,784 students. Among the 1,088 students who participated in SI, 80% (868) earned an A, B, or C in the course. Among 1696 non-SI students, 64% (1082) earned an A, B, or C.
- Among the 331 transfer students participating in SI, 73% (240) earned an A, B, or C in their course. Among the 499 transfer students who did not participate in SI, 57% (283) earned an A, B, or C in their course.
- Among the 39 African American male transfer students who participated in SI, 72% (28) earned an A, B, or C in their course. Among the 43 who did not participate in SI, 37% (16) earned an A, B, or C.

**• Enhancing follow up to First-Year Intervention (FYI) alerts for transfer students**

A comparison of final grades for students who attended/did not attend an appointment with the new Coordinator will be completed during the spring. Changes are planned to the related outreach and appointment process based on the first semester of experience.

- **Strengthening Transfer Student Alliance (TSA)**

**Transfer Student Alliance Results 2008 - 2013**

Admit Year	Program-to-date enrollment	Admitted to UMBC	Enrolled at UMBC	TSA Merit Aid
2008-2009	5			
2009-2010	33	17	13	\$1,500 each to 7 students
2010-2011	108	31 (17 of these Spring 2011)	13 (all in Spring 2011)	\$1,500 each to 16 students
2011-2012	134	42	30	\$1,500 each to 9 students
2012-2013	685	188	105	\$1,500 each to 20 students
2013-2014	925*	240*	120*	\$1,500 each to 10 students

\* Year-to-date numbers for 2013-2014

Data come from internal Enrollment Management records.

- **Continuing to improve orientation and advising**

Orientation assessment and continuous improvement is ongoing. More than 2,200 incoming students completed online evaluations after their summer 2013 orientation sessions. The vast majority were satisfied or highly satisfied: “with my academic advisor” 97.7%, “with my final academic schedule” 88.4%, “with my overall advising experience” 95.8%.

- **Delivering LRC 101A to students in academic probation/jeopardy as well as those in suspension/dismissal**  
In the population of all students who have enrolled in LRC 101A over the past 17 semesters, 47 percent have graduated or are still enrolled. Of the African American transfer students, 38 percent of males and 44 percent of females have graduated or are still enrolled.

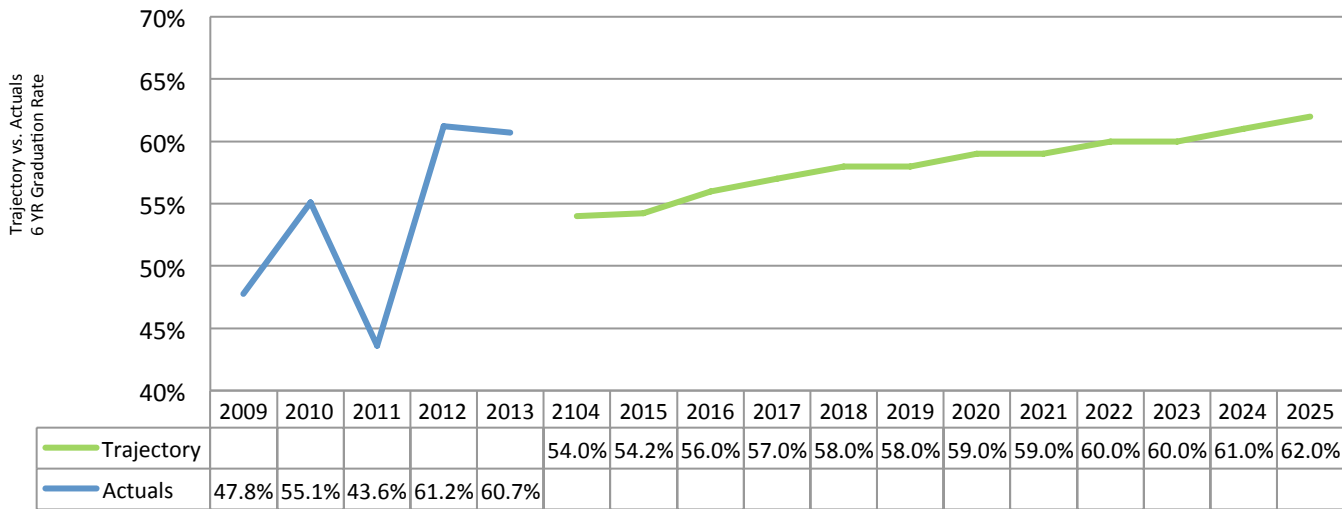
All LRC 101A sections use active learning techniques and small-group work; course evaluations reflect active student engagement in course content. Qualitative student feedback is collected each semester and used for program improvement. Over the last two years, more and more of the students in LRC 101A are sophomores, rather than juniors and seniors, meaning that we are providing this success intervention earlier in their college careers. More students are now in academic jeopardy or probation, rather than suspension or dismissal.

- **Implementing programming with a grant from the Bill and Melinda Gates Foundation**

We are developing and implementing national models of practice to serve transfer students in the areas of academic advising, curricular alignment, transfer academic experiences, and orientation. Preliminary assessment from the first semester of Pre-Transfer Advising and Peer Alumni from the Community College (PACC) will be available in fall 2014.

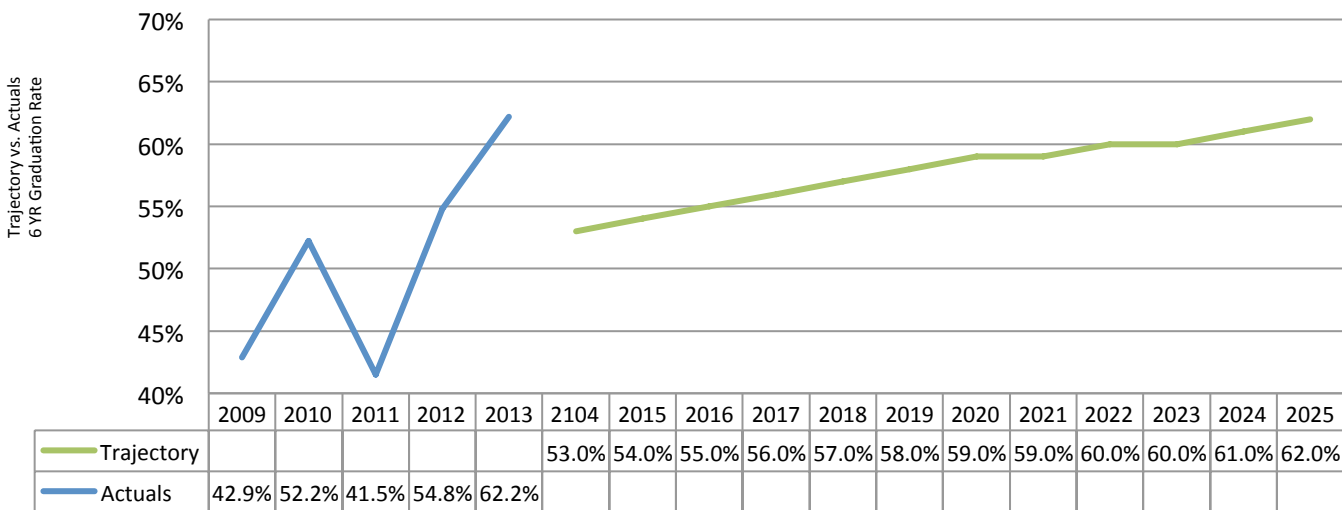
Target Group 1: African American Full-Time Transfer Students

Institution: UMBC



Target Group 2: African American Full-Time Transfer Students, Male

Institution: UMBC



The achievement gap between African American full-time fall transfer students and their white counterparts reached an all-time low of 2.6 percentage points for the fall 2007 cohort. The comparable gap for male transfer students was 1.1 percentage points, the smallest gap since the 2003 cohort, when African American male transfer students graduated at a rate .8 percentage points higher than their white counterparts. The gaps reported for the most recent two cohorts have met or exceeded the goals projected for students entering in fall 2009.