

Institutional Definition of the Achievement Gap

The University of Maryland, Baltimore (UMB) defines the achievement gap as follows:

1. Achievement Gap is difference between retention and three-year graduation of Black Traditional BSN students versus all traditional BSN students.
2. Achievement Gap is difference between retention and three-year graduation of Hispanic Traditional BSN students versus all traditional BSN students.
3. Achievement Gap is difference between retention and three-year graduation of low income traditional BSN students versus all traditional BSN students. (Note: The University of Maryland Baltimore defines low income students as those eligible for federal Pell Grants. 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.)

Institutional Trend Data Table

As of January 2014
 Achievement Gap Trend Report
 University of Maryland, Baltimore
 Three-year Graduation Rates:
 Black Traditional BSN Students vs. All Traditional BSN Students
 Hispanic Traditional BSN Students vs. All Traditional BSN Students

Entering Cohort	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011*
Gap Students Identified by Institution		Black Traditional BSN Students					
Cohort Size	30	32	32	22	14	12	10
3 Year Grad Rate	97%	84%	88%	82%	79%	75%	100%
Comparator Students		All Traditional BSN Students					
Cohort Size	144	150	141	131	114	118	115
3 Year Grad Rate	94%	88%	89%	89%	89%	95%	90%
The Gap	-2%	4%	2%	7%	10%	20%	-10%
Gap Students Identified by Institution		Hispanic Traditional BSN Students					
Cohort Size	8	9	7	8	5	7	8
3 Year Grad Rate	88%	100%	100%	88%	80%	100%	100%
Comparator Students		All Traditional BSN Students					
Cohort Size	144	150	141	131	114	118	115
3 Year Grad Rate	94%	88%	89%	89%	89%	95%	90%

The Gap	7%	-12%	-11%	2%	9%	-5%	-10%
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* Two Year Graduation Rate

Summary of Achievement Gap Initiatives and Assessment

UMB continues to utilize the services offered by the University of Maryland School of Nursing's (UMSON) Student Success Center (SSC) as the initiative to address the achievement gap. The SSC offers a variety of services aimed at enhancing academic performance and increasing retention and graduation rates of pre-licensure students. SSC staff members emphasize proactive academic planning, strategic learning, teach study and test taking skills, and focus services on developing writing competency. SSC services are utilized by entry-into-practice students on a voluntary basis and include:

- A one day, pre-entry Student Success Immersion Program (SSIP).
- Guided Study Sessions (GSS) for Pathopharmacology, Adult Health Nursing, Introduction to Professional Nursing Practice, Health Assessment, and Science and Research for Nursing Practice.
- Individualized academic coaching for students. Academic coaching is grounded in the LASSI, a learning and study skills inventory that allows the coach to identify a student's area of academic strength/weakness and suggest improvements to the student's current study strategies.
- Private one-on-one academic peer tutoring.
- Writing assistance for nursing specific papers.
- Workshops on test taking, note taking, time management, and textbook reading.

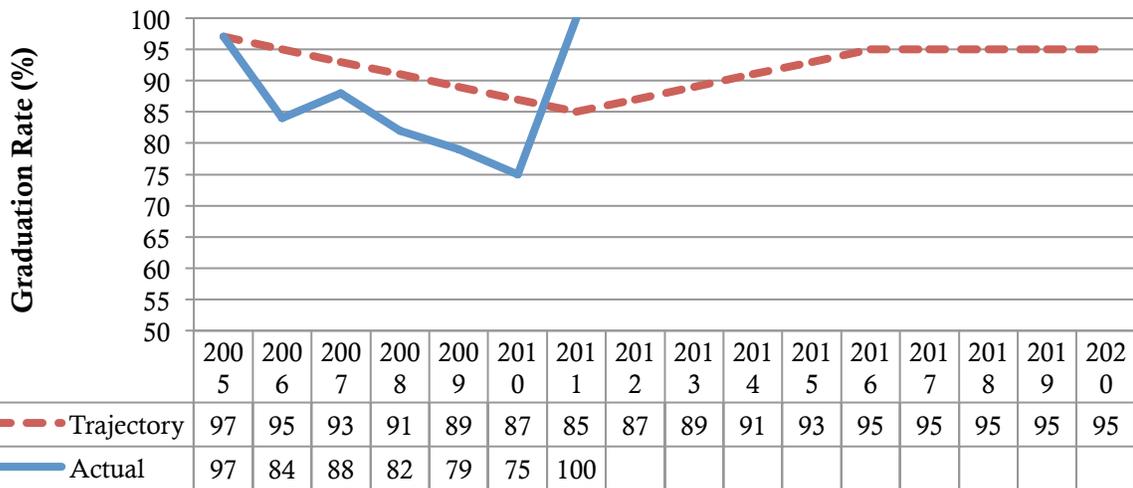
Student Success Center data consistently demonstrate that students who attend GSS for the high-risk courses, Pathopharmacology and Adult Health Nursing, have higher final course averages, retention, and 3-year graduation rates than students who do not attend. In fact, students who attended GSS for Pathopharmacology since the SSC inception in the fall of 2010, had an average 99% progression rate to their second semester compared to a 86% progression rate for those students who did not attend. Additionally, 100% of the students who attended GSS for Pathopharmacology graduated within three years, while only 83% of those students who did not attend GSS for Pathopharmacology graduated in this time frame.

Intermediate Goals

Given the declining numbers in African American and Hispanic enrollments at UMSON, our intermediate goal will be to determine the factors leading to this decline and develop strategies to increase recruitment of these students into nursing.

The SSC leadership continues to examine the support needs of the UMSON students and expand programs accordingly. This past spring, the Maryland Health Educators Institute awarded UMSON a three year, \$250,000 Who Will Care? grant to develop a program targeted to first generation college students. The SSC enrolled 16 students in the new program (PROMISE program) in the fall of 2013.

**University of Maryland, Baltimore
Achievement Gap Report
Actual and Trajectory Three-year Graduation Rates of
Black Traditional BSN Students by Fall Year Cohort**



**University of Maryland, Baltimore
Achievement Gap Report
Actual and Trajectory Three-year Graduation Rates of
Hispanic Traditional BSN Students by Fall Year Cohort**

