

University of Maryland Annual Report Closing the Achievement Gap 2013-14

- The University of Maryland has defined the achievement gap as the gap that exists between students with low financial resources and all students; between minorities (African American and Latino) and all students; and between African American males and all males.

2. Institutional Trend Data- Table 1

Retention and Graduation Rates

Entry Cohort		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
campus	6 yr grad rate	81.9%	82.1%	84.1%					
	1st yr ret rate	91.7%	92.6%	94.0%	93.1%	95.2%	94.5%	93.9%	94.7%
	2nd yr ret rate	87.2%	87.7%	89.1%	89.6%	91.7%	90.7%	90.8%	
	3rd yr grad rate	1.3%	1.2%	1.8%	1.6%	1.8%	1.7%		
	3rd yr ret rate	83.8%	84.4%	85.5%	86.3%	87.9%	87.8%		
	4th yr grad rate	66.1%	63.3%	65.7%	67.0%	69.1%			
	4th yr ret rate	17.0%	20.3%	19.3%	18.9%	18.4%			
	5th yr grad rate	80.0%	79.4%	81.9%	82.2%				
	5th yr ret rate	2.7%	4.0%	3.1%	3.4%				
Black	Cohort	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
	6 yr grad rate	73.4%	74.2%	78.0%					
	the gap	8.5%	7.9%	6.1%					
	1st yr ret rate	88.9%	90.5%	94.8%	91.2%	94.8%	93.9%	94.9%	93.6%
	2nd yr ret rate	82.1%	83.1%	86.2%	85.4%	90.7%	87.8%	90.7%	
	3rd yr grad rate	0.4%	0.5%	0.4%	1.2%	0.5%	0.2%		
	3rd yr ret rate	77.9%	79.8%	84.1%	80.5%	85.6%	86.6%		
	4th yr grad rate	47.5%	48.3%	48.6%	49.8%	53.4%			
	4th yr ret rate	27.0%	28.6%	32.5%	28.8%	30.8%			
5th yr grad rate	69.6%	71.2%	74.8%	73.3%					
5th yr ret rate	5.3%	5.8%	5.5%	5.3%					
Hispanic	Cohort	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
	6 yr grad rate	72.0%	79.0%	77.7%					
	the gap	9.9%	3.1%	6.4%					
	1st yr ret rate	85.4%	91.7%	92.5%	91.5%	94.2%	93.9%	92.8%	94.6%
	2nd yr ret rate	80.1%	84.4%	85.8%	89.0%	89.5%	87.8%	88.3%	
	3rd yr grad rate	1.5%	0.0%	0.9%	0.7%	0.7%	0.7%		
	3rd yr ret rate	75.9%	81.2%	83.0%	83.4%	85.1%	86.4%		
	4th yr grad rate	48.7%	54.8%	54.7%	54.4%	54.9%			
	4th yr ret rate	28.4%	25.5%	24.2%	28.3%	27.6%			
5th yr grad rate	68.6%	74.5%	72.6%	76.3%					
5th yr ret rate	6.1%	5.1%	5.3%	4.2%					
Low-Resource*	Cohort	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
	6 yr grad rate	76.1%	77.8%	77.5%					
	the gap	5.8%	4.3%	6.6%					
	1st yr ret rate	90.1%	89.5%	92.6%	92.3%	95.3%	94.5%	93.0%	93.3%
	2nd yr ret rate	84.8%	85.1%	86.3%	88.6%	91.3%	89.8%	89.1%	
	3rd yr grad rate	0.8%	1.1%	1.5%	1.8%	2.2%	1.3%		
3rd yr ret rate	80.7%	80.7%	81.3%	83.5%	85.8%	87.0%			

4th yr grad rate	54.1%	55.0%	51.3%	55.2%	59.2%
4th yr ret rate	24.2%	24.6%	28.1%	27.6%	26.6%
5th yr grad rate	72.7%	74.3%	73.3%	77.1%	
5th yr ret rate	5.1%	4.6%	5.6%	5.5%	

*Low resource 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.

(3 and 4) Initiatives

The University has numerous programs in place to address issues related to closing the achievement gap.

Pre-College Programs

Upward Bound (UB), Math/Science Upward Bound (UBMS)

Office of the Dean for Undergraduate Studies

Pre-College Programs provides opportunities for participants to succeed in their pre-college performance and ultimately in college. The Math and Science Program is designed to strengthen participants’ math and science skills. UB measures success by rates of high school graduation, college enrollment and persistence in college. In FY13, all 56 of UB seniors (100%) completed high school and 52 of those students entered college.

UB serves high school students who are either from low-income families or from families in which neither parent holds a bachelor's degree. Participants are from target schools in Prince George’s and Montgomery counties, or from a targeted school in Washington, D.C. During FY13, Pre-College Programs served 242 students (172 Upward Bound and 70 Upward Bound Math-Science). The majority of our students are African/African American (191) or Latino students (43). The remaining eight students identify as Asian, White, American Indian, or other.

During FY13, UB/UBMS established in-school tutoring at five sites: Central, High Point, Parkdale and Fairmont Heights high schools, and at the Wheaton Regional Library. Counselors identified 26 students who showed a need for additional academic support, e.g. GPA below 2.5 or students enrolled ESOL. Students were expected to maintain consistent attendance and use their time in the tutoring center to engage in academic support services. ACT and SAT workshops were provided for juniors and seniors and a total of 30 students attended these two workshops.

Pre-Transfer Advising

Office of the Dean for Undergraduate Studies

The Pre-Transfer Advising program provides pre-matriculation planning to potential transfer students by assessing students’ readiness to transfer and provides estimates to four year degree completion. Pre-Transfer Advisors work closely with local community college students and advisors, and offer assistance to any prospective transfer student prior to their application to the University. Prospective transfer students are more often first generation and/or low income and African American or Latino than new freshman students. During FY13, advisors worked with 1,894 individuals either through walk in appointments, online chats, telephone meetings or scheduled meetings, and the web site received 69,234 hits.

Academic Support for Targeted Populations

Academic Achievement Programs (AAP)

Office of the Dean for Undergraduate Studies

The purpose of the Academic Achievement Programs is to facilitate access and provide an opportunity for a college education to students who, if evaluated on traditional criteria, might not have access to the University of Maryland. AAP includes three programs:

Intensive Education Development/Student Support Services (IED/SSS): IED/SSS provides an admission option for high school seniors who display potential success at the college level, but who have not met the University’s admission profile. The Program provides students with opportunities to improve basic skills in English, mathematics, and reading/study skills. IED/SSS provides comprehensive tutoring, academic advising and financial aid and personal counseling along with a six-week Summer Transitional Program. During FY13, there were 429 students participating in the program. IED/SSS added a new program to boost male retention and graduation, the Male Success Initiative. During FY13, IED/SSS established the Reach Up and Reach Out initiative to increase academic support to upper class-students and to reconnect them to the various campus resources to improve retention. Additionally, IED/SSS expanded the tutorial and services.

Table 2. Participation in Academic Achievement Programs - Fall 2012

Table 8. Participation in Academic Achievement Programs			
Fall 2012			
New First-Time Seeking Freshmen	Full-Time Degree-Campus	AAP	% of Group Participating
Fall 2012			
American Indian or Alaska Native:U.S.	5	0	0.0%
Asian:U.S.	608	7	1.2%
Black or African American:U.S.	549	67	12.2%
Foreign	105	0	0.0%
Hispanic:U.S.	334	20	6.0%
Native Hawaiian or O.P.I.	0	0	---
Two or More:U.S.	138	5	3.6%
Unknown:U.S.	56	0	0.0%
White:U.S.	2098	8	0.4%
Total	3893	107	2.7%

The Ronald E. McNair Post-Baccalaureate Achievement Program is designed to prepare students who are primarily from low-income, first generation and traditionally under-represented groups to pursue doctoral studies. At the 14th Annual McNair Conference, the University of Maryland hosted more than 223 student researchers from higher educational institutions around the United States and introduced them to graduate opportunities at the UM.

The Educational Opportunity Center (EOC) provides assistance with admissions and financial aid to adult learners in Prince George’s County communities in order to improve entry and re-entry into GED programs or post-secondary education. During FY13, EOC increased outreach to libraries, shopping centers and public schools. EOC provided service to over 396 new participants last year and worked with more than 200 high school students in assisting them with college applications and student financial aid. EOC assisted 258 students who enrolled in postsecondary education during the FY13 academic year.

Office of Multi-ethnic Student Education (OMSE)

Office of Diversity & Inclusion

OMSE includes three programs: College Success Scholars, Soaring Achievers Program and the OMSE Tutoring Program.

The College Success Scholars (CSS) program provides retention and graduation support to African American and Latino males. The Scholars are mentored and supported by upper-class students who serve as Team Leaders. The Parents' Advisory Working Group and Executive Board meet regularly and are actively engaged in supporting the goals of the program. In FY13, 145 students participated. CSS offers weekly study sessions, math and science review sessions, one-on-one tutorial sessions, and workshops on college success, diversity and leadership. Fifty of the 52 first year students were retained to Fall 2013, for a 96% one-year retention rate

The Soaring Achievers Program was developed to support the same population as College Success Scholars, but in a scaled-down program. Twenty five students participated in FY13 and all were retained to their second year.

The Tutorial Program is a free, walk-in tutorial program that covers most key courses in writing, mathematics, biology, chemistry and economics. The tutorial program offers review sessions that cover STEM-related courses and courses with high rates of D, F and W grades. During FY13, 425 students participated in 830 tutoring sessions. The majority of students who utilized the services were underrepresented minority students (52% African American, 24% Caucasian, 15% Asian American, and 7% Hispanic/Latino).

Nyumburu Cultural Center

Office of Diversity & Inclusion

The Nyumburu Cultural Center administers the following programs: Black Male Initiative (BMI), Sisterhood of Unity and Love (SOUL), and the Nyumburu Leadership Series.

The mission of the Black Male Initiative Program (BMI) is to promote scholarship, brotherhood, and support for the retention of Black/African American males. The program offers two-hour monthly meetings, voluntary weekly study halls, and movie nights that address academic concerns and challenges, as well as nonacademic issues. African-American faculty, administrators, alumni, and community members attend the monthly student meetings to provide guidance and support to current students as elders and mentors. Six meetings were held during FY13 and an average of 18 students attended each meeting.

The Sisterhood of Unity and Love (SOUL) is designed to aid college women in their quest towards self-fulfillment and personal development. Focused on generating confident self-assured women, programs encourage self-reflection and intergenerational dialogue by addressing issues of social justice, nutrition, social networking, and personal relationships. There were 14 bi-weekly meetings as well as monthly overnight "shut-ins" during FY13. The average attendance at the meetings was 25, for a total of 350 attendees across the year, and the average attendance at the monthly shut-in was 35, for a total of 210 participants during the year.

The Nyumburu Leadership Series is a monthly leadership workshop that is designed to motivate students who are willing to take on the rigors of extracurricular involvement. The Leadership Series introduces students to the fundamental principles of leadership while facilitating discussions of critical socio-

political issues. In addition to community service projects and dynamic workshops, participants have the opportunity to attend leadership conferences. An average of 12 students attended each monthly meeting, with a total of 76 students participating during the year.

The University of Maryland Incentive Awards Program (UMIAP)
Office of Diversity & Inclusion

UMIAP provides a college education to young people from Baltimore City and Prince George’s County high schools who have faced adverse life circumstances and prevailed. Each year, 17 students are selected to participate and receive tuition, fees, room and board for four years. All UMIAP students are low-income; the majority are Black/African American and a substantial number are Latino/Hispanic.

Students attend regularly scheduled community meetings with fellow scholars and individual meetings with staff members throughout the academic year. All students are members of UMIAP committees that support different aspects of the program (e.g., community service projects, retreats, social excursions). UMIAP staff provides ongoing professional coaching and faculty/staff/peer mentors are assigned to each student to offer guidance and support.

The one-year retention rate is 97% for IAP students and the 6-year graduation rate is 75%. When compared to students from similar backgrounds, high schools and with similar academic profiles, they perform significantly better in both areas. Academic advising and interventions are routinely implemented to help students make satisfactory academic progress toward a degree.

Table 3. Incentive Award Participants-Fall 2012

Table 9. Incentive Award Participants Fall 2012			
New First-Time Seeking Freshmen	Full-Time Degree- Campus	Participants	% of Group Participating
Fall 2012			
American Indian or Alaska Native:U.S.	5	0	0.0%
Asian:U.S.	608	0	0.0%
Black or African American:U.S.	549	16	2.9%
Foreign	105	0	0.0%
Hispanic:U.S.	334	1	0.3%
Native Hawaiian or O.P.I.	0	0	---
Two or More:U.S.	138	0	0.0%
Unknown:U.S.	56	0	0.0%
White:U.S.	2098	0	0.0%
Total	3893	17	0.4%

Success at Maryland
Office of the Vice President for Student Affairs

Success at Maryland is a web-based and social media program that fosters individual empowerment and responsibility, and creates a culture of academic excellence among the Black male student community

at UMD. Additional face-to-face activities enable Black male students to provide peer based academic and social support to each other. This program targets all Black male students at UMD (approximately 1,600 students), particularly those having academic difficulty. A student organization was created that promotes academic excellence and peer support through events and meetings and networking with existing major Black student organizations and fraternities. Virtual strategies have included creation of a new web site, Success@Maryland, staffed by students and use of Twitter and Facebook to advertise academic events and support initiatives.

Center for Minorities in Science and Engineering (CMSE)
James Clark School of Engineering

The mission of the Center for Minorities in Science and Engineering is to provide programs and services to support the recruitment, retention and graduation of underrepresented minority engineering students at the pre-college, undergraduate and graduate levels. Programs include the Winter Student Leadership Retreat, First Friday and the Louis Stokes Alliances for Minority Participation.

The annual Winter Student Leadership Retreat engages underrepresented Science, Technology, Engineering and Mathematics (STEM) undergraduates in professional development workshops. Participants included 20 students from the University of Maryland and 32 students from area four-year and community colleges. The majority of the students in attendance were Black, Latino or Asian (94%). Representatives from Lockheed Martin, W.L. Gore, Accenture and Northrop Grumman gave presentations and workshops on communication skills, teambuilding, leadership development and professional development. Through mock interviews and resume critiques students honed their job search skills.

First Friday is a monthly lunch sponsored by CMSE for underrepresented undergraduate and graduate engineering students. First Friday introduces students to employers and to other campus programs. During FY13, employers from the CIA, Sirius XM Radio, Accenture, Capital One, IBM, and the Department of Aerospace Engineering attended the First Friday events. Normally 30-50 students attend each lunch.

Louis Stokes Alliances for Minority Participation (LSAMP): The National Science Foundation funded University System of Maryland LSAMP Program designed to assist students in developing the skills and learning the strategies that will guarantee their success in the STEM fields. Students are provided with financial and social support systems. The Program has several components including:

- Summer BRIDGE Program for Scientists and Engineers is a five-week residential summer bridge program puts talented minority engineering students admitted to the Clark School on an academic fast track. Students take a 3-credit math course or workshop and a 1-credit chemistry and college success workshop, register for the fall semester, learn about campus resources and interact with staff and faculty. Of the fifteen students who attended in summer 2012, 14 were ready for calculus by their first.
- Summer BRIDGE Undergraduate Mentor Program: Upper level STEM students are selected to provide math and chemistry supplemental instruction sessions for participants in the Summer Bridge Program. These students live in the residence hall and also serve as mentors and resident assistants during the summer.
- Academic Year Advising and Tracking: Coordinators meet with students in the Bridge Program to discuss issues, course selection and upcoming events and activities.
- Bridge Student Advisory Committee: The Bridge Advisory Committee was established to provide feedback to the Director of the Center for Minorities in Science and Engineering, the Director of the Louis Stokes Alliances for Minority Participation and the Bridge Coordinator.

- LSAMP Undergraduate Research Program (URP): Students are mentored by faculty to learn to properly conduct academic research and learn about the graduate school application process. The URP culminates with the annual Research Symposium where students present their findings for faculty, campus administrators and other students.
- ENES 108-Achieving College Success: This is a one-credit course that introduces students to University life.

Business Academy

Robert H. Smith School of Business

The mission of the Business Academy at Smith is to develop students professionally, socially and academically. The Academy is dedicated to creating a community where students are emboldened to challenge themselves and encouraged to engage in impactful service, leadership and cultural experiences. Participants include all University of Maryland African American and Latino men who are interested in a career in business. Working one-on-one with the Academy students, Associate Dean Mullins assists in the retention, social and professional development and graduation of each participant. The program began in January 2013 and has served 50 students.

Unique Financial Support Programs (Pathways)

The Maryland Pathways Program

Office of Financial Aid

Pathways guarantees that every Maryland state student from a family whose income is below the poverty line can graduate debt-free. These students, many of whom are the first in their families to attend college, are required to work 10 hours per week, maintain a full course load, and remain in good academic standing. Pathways helps to maximize federal and state financial aid grants and provide resources to bridge the gap between what these students need and what is available to cover their tuition and room and board for fall and spring semesters. During FY13, 52% of the students were first generation attendees, and 54% were underrepresented minorities. The median family income was \$18,592 with 99% of the students coming from annual family incomes of less than \$40,000.

Policies and Practices that Support all Students

Transitional Advising Program: The Transitional Advising Program (TAP) is a retention initiative that provides comprehensive academic advising and academic support services to currently enrolled high credit (60+) students moving between colleges due to change in interest, inability to meet benchmarks, or lack of a sufficient GPA. TAP helps students identify and achieve their academic goals.

Student Success Office: The Student Success Office was created to assist in the retention and graduation of all students. The Student Success Office coordinates reenrollment, centralizes tutoring resources, coordinates data from exiting students, and leads other retention initiatives.

The Student Academic Success-Degree Completion Policy: The Student Academic Success- Degree Completion Policy (SAS-DCP) requires all students to develop four-year graduation plans and successfully complete benchmark courses within a certain timetable in order to remain in their major. If students do not meet benchmarks, they are required to find a more suitable major. This policy provides important planning activities for students, including allowing students to plan important co-curricular experiences that enhance their academic degree (study abroad, undergraduate research).

GPA 2.3 or below: The University has increased advising for students who have earned a 2.3

GPA and below. Additional support to these students may keep them from academic probation.

5. Trajectory

The University continued to make progress in closing the achievement gaps between minority and low income students and all students in the 2013-14 Academic Year. College Park has met its intermediate goals for 2015, but continues to strive to close the gap.

<u>Six Year Graduation Rates:</u>	<u>2013</u>	<u>2012</u>
All Students	84%	82%
African-American Students	78%	74%
Hispanic Students	79%	78%
Low Income Students	77%	77%

The gap in first year retention rates between the three tracked groups and all students continues to be negligible: 1.1% for African-American students, 0.1% for Hispanic students and 2.1% for low income students.

Table 4. Summary: Trajectories and Actual Numbers for Targeted Groups

Fall Cohort: 2003 2004 2005 2006 2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019

Campus Target Group

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
1 Low Financial Resource Students																	
Trajectory	74	74	75	76	77	78	78	79	80	81	82	82	82	82	82	82	82
Actual	73	74	76	78	78												
2 Hispanic Students																	
Trajectory	71	76	72	76	76	77	78	79	80	81	81	81	81	81	81	81	81
Actual	71	76	72	79	78												
3 African American Students																	
Trajectory	71	69	73	74	76	77	78	79	80	81	81	81	81	81	81	81	81
Actual	71	69	73	74	78												

Figure 1

Target Group 1: Low Financial Resource Students

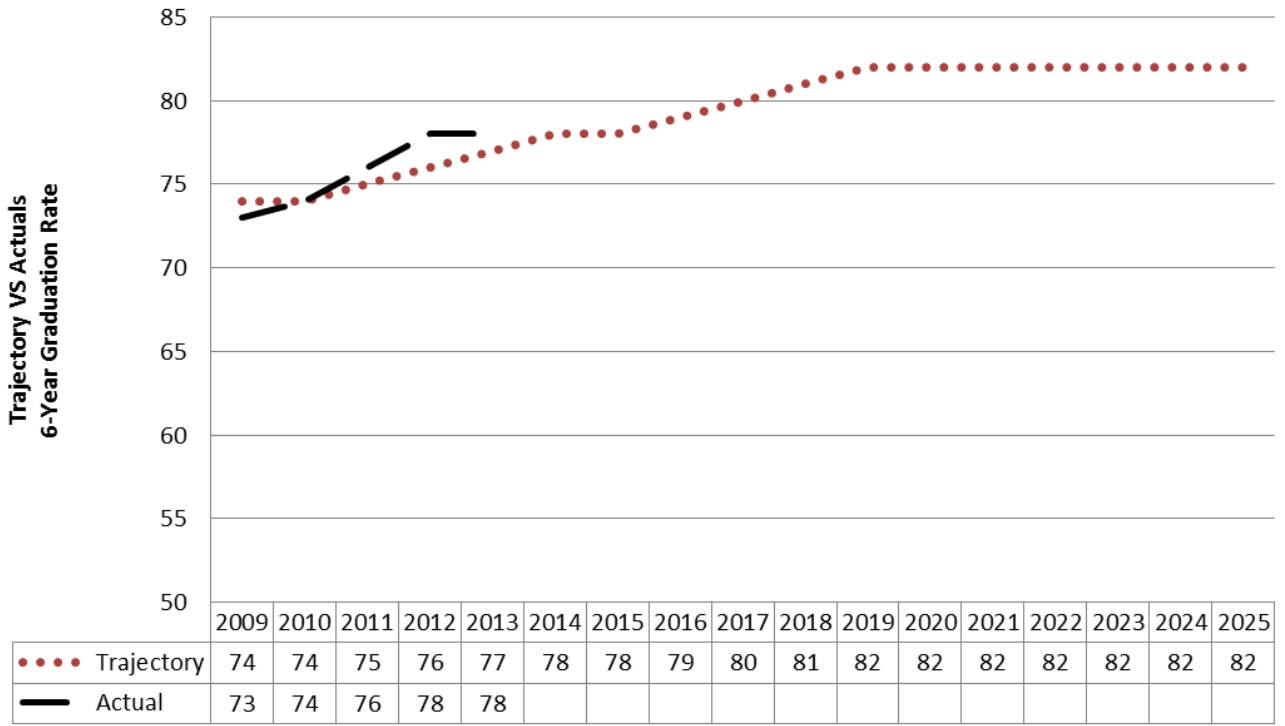


Figure 2 Target Group 2: Hispanic Students Students (no real trajectory established prior to Fall 2012)

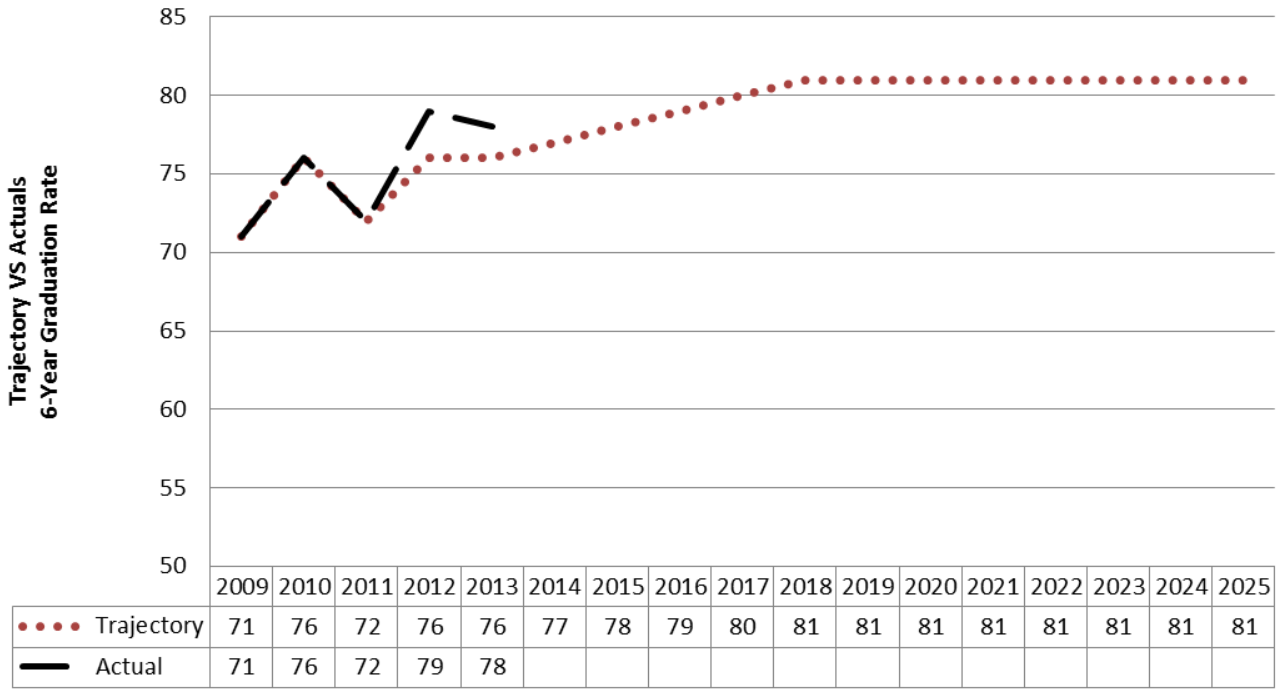


Figure 3 **Target Group 3: African American Students (no real trajectory established prior to Fall 2012)**

