

Institutional Achievement Gap Report: Towson University
March 25, 2013

Definition of Achievement Gap

USM operationalizes an achievement gap as the difference(s) between 2nd year retention and 6-year graduation rates of: (a) African-American, (b) Hispanic, and (c) low-income (defined as Pell grant recipient) students versus all USM students.

Using this definition:

Retention Rates:

Fall 2011 Cohort	African-American	Hispanic	Low-Income (Pell Recipients)
<i>Towson University</i> 2nd Year Retention Rate for Cohort	91%	88%	85%
<i>USM</i> 2nd Year Retention Rate for All Students	84%	84%	84%
Achievement Gap	+7%	+4%	+1%

Graduation Rates:

Fall 2006 Cohort	African-American	Hispanic	Low-Income (Pell Recipients)
<i>Towson University</i> 6-Year Graduation Rate for Cohort	59%	55%	56%
<i>USM</i> 6-Year Graduation Rate for All Students	60%	60%	60%
Achievement Gap	-1%	-5%	-4%

Hence, Towson University's cohort of African-American students demonstrated *greater* second-year retention and *lesser*, but *practically identical*, 6-year graduation rates compared to all students in the USM.

Similarly Towson University's cohorts of Hispanic students as well Low-Income students demonstrated *greater* second-year retention compared to all students in the USM although both groups showed *lesser* 6-year graduation rates compared to all students in the USM.

More detailed retention and graduate rate data for African-American, Hispanic, and low-income (Pell recipients) students are as follows:

Table: First-Time / Full-Time African-American Students

Cohort Year of Enrollment	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Graduated as of	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Cohort Size	152	153	162	169	269	305	261	290	293	285	315	337
6-yr Grad Rate	65%	69%	73%	73%	55%	59%	NA	NA	NA	NA	NA	NA
All Towson University Students 6-yr Grad Rate	66%	66%	73%	68%	63%	65%	NA	NA	NA	NA	NA	NA
The Gap	1%	-3%	-1%	-5%	9%	6%	NA	NA	NA	NA	NA	NA

Table: First-Time / Full-Time Hispanic / Latino Students

Cohort Year of Enrollment	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Graduated as of	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Cohort Size	37	31	22	39	47	62	49	97	77	96	120	127
6-yr Grad Rate	59%	61%	59%	67%	51%	55%	NA	NA	NA	NA	NA	NA
All Towson University Students 6-yr Grad Rate	66%	66%	73%	68%	63%	65%	NA	NA	NA	NA	NA	NA
The Gap	7%	5%	13%	1%	12%	11%	NA	NA	NA	NA	NA	NA

Table: First-Time / Full-Time Low-Income (Pell Grant Recipient) Students

Cohort Year of Enrollment	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Graduated as of	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Cohort Size	216	279	232	267	344	411	422	419	444	508	547	559
6-yr Grad Rate	52%	61%	66%	64%	52%	56%	NA	NA	NA	NA	NA	NA
All Towson University Students 6-yr Grad Rate	66%	66%	73%	68%	63%	65%	NA	NA	NA	NA	NA	NA
The Gap	14%	5%	6%	4%	11%	9%	NA	NA	NA	NA	NA	NA

For comparison, retention and graduate rate data for the entire cohort of first-time full-time students are as follows:

Table: All First-Time / Full-Time Students

Cohort Year of Enrollment	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Graduated as of	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Cohort Size	1,910	2,198	1,753	2,083	2,318	2,690	2,654	2,826	2,398	2,428	2,542	2,463
6-yr Grad Rate	66%	66%	73%	68%	63%	65%	NA	NA	NA	NA	NA	NA

In summary, the 2nd year retention rates and 6-year graduation rates of Towson University's cohorts of African-American, Hispanic and/or Low-Income first-time full-time undergraduates are indices that are watched closely annually. Whereas the 2nd-year retention rates for these groups meet or exceed the USM benchmark, the 6-year graduation rates of Hispanic and Low-Income first-time full-time undergraduates did not meet the USM benchmark.

Summary of Initiatives

Specific initiatives at Towson University aimed at facilitating retention and graduation rates of *all* students (embracing African-American, Hispanic, and/or low-income students) include:

- First Year Experience (FYE) Advising Program
- Strategies for Student Success Program (S3) Course
- Community Enrichment and Enhancement Partnership (CEEP)
- Students Achieve Goals through Education (SAGE) Program

First Year Experience (FYE) Advising Program

Towson University's First Year Experience (FYE) Advising Program provides academic support to first-time freshmen for a successful transition to Towson University, and is administered by both TU's Academic Advising Center (division of academic affairs) and New Student Programs (division of student affairs). All first-time freshmen participate in the FYE Program.

FYE Advising Program components include: (a) an academic orientation, (b) sessions emphasizing the impact of personal decision making on academic progress, (c) meetings during the academic year to prepare for course selection and registration, and (d) one on one advising meetings focusing on adjustment to college, choosing an academic major, use of key resources, and course selection. Professional advisors provide increased office hours to first-time freshmen identified with academic need (indicated by placement into one or more developmental courses).

Strategies for Student Success (S3) Course

The Strategies for Student Success (S3) Course (also called Orientation 50) is Towson University's primary intervention with low-income students, and first-generation students. Students are assigned to the S3 course based on a risk assessment.

Retention and graduate rate data for students participating in this initiative are as follows:

S3 Course	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
cohort size (n=)	n/a	n/a	111	131	76	46	104	29

fall to fall retention rate	n/a	n/a	78%	88%	76%	91%	86%	n/a
6-year graduation rate	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Community Enrichment and Enhancement Partnership (CEEP) Award

Towson University's Community Enrichment and Enhancement Partnership (CEEP) Award is a scholarship for retaining diverse and traditionally under-represented undergraduates, including African-American, Hispanic, and low-income students. CEEP Award recipients must maintain a cumulative grade point average of at least 2.50.

CEEP Award recipients: (a) receive academic support resources, (b) explore career development as well as graduate and professional school options, (c) participate in community service and leadership development activities, (d) develop relationships with faculty, and (e) participate in field placements and internships.

Retention and graduate rate data for students participating in this initiative are as follows:

CEEP Award	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
cohort size (n=)	82	46	56	45	25	24	33	6
fall to fall retention rate	89%	98%	91%	93%	88%	92%	91%	n/a
6-year graduation rate	57%	72%	n/a	n/a	n/a	n/a	n/a	n/a

Students Achieve Goals through Education (SAGE) Program

Towson University's SAGE Program focuses on increasing retention and graduation rates of first-year undergraduates from diverse backgrounds, including African-American, Hispanic, and low-income students.

The SAGE Program pairs students with peer mentors who promote academic achievement, personal development, and campus-wide involvement. Peer mentors maintain weekly contact with students, encourage focus on academic goals, assist in resolving academic issues, as well as help students identify organizations and activities of personal and professional interests.

SAGE Program participants attend weekly, hour-long meetings / workshops throughout the academic year addressing topics such as academic success strategies, personal and professional development issues, diversity issues, and opportunities to network with peers, faculty, and staff.

Retention and graduate rate data for students participating in this initiative are as follows:

SAGE Program	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
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cohort size (n=)	not available	not available	not available	not available	not available	154	201	237
fall to fall retention rate	not available	not available	not available	not available	not available	89%	89%	n/a
6-year graduation rate	not available	not available	not available	not available	not available	n/a	n/a	n/a

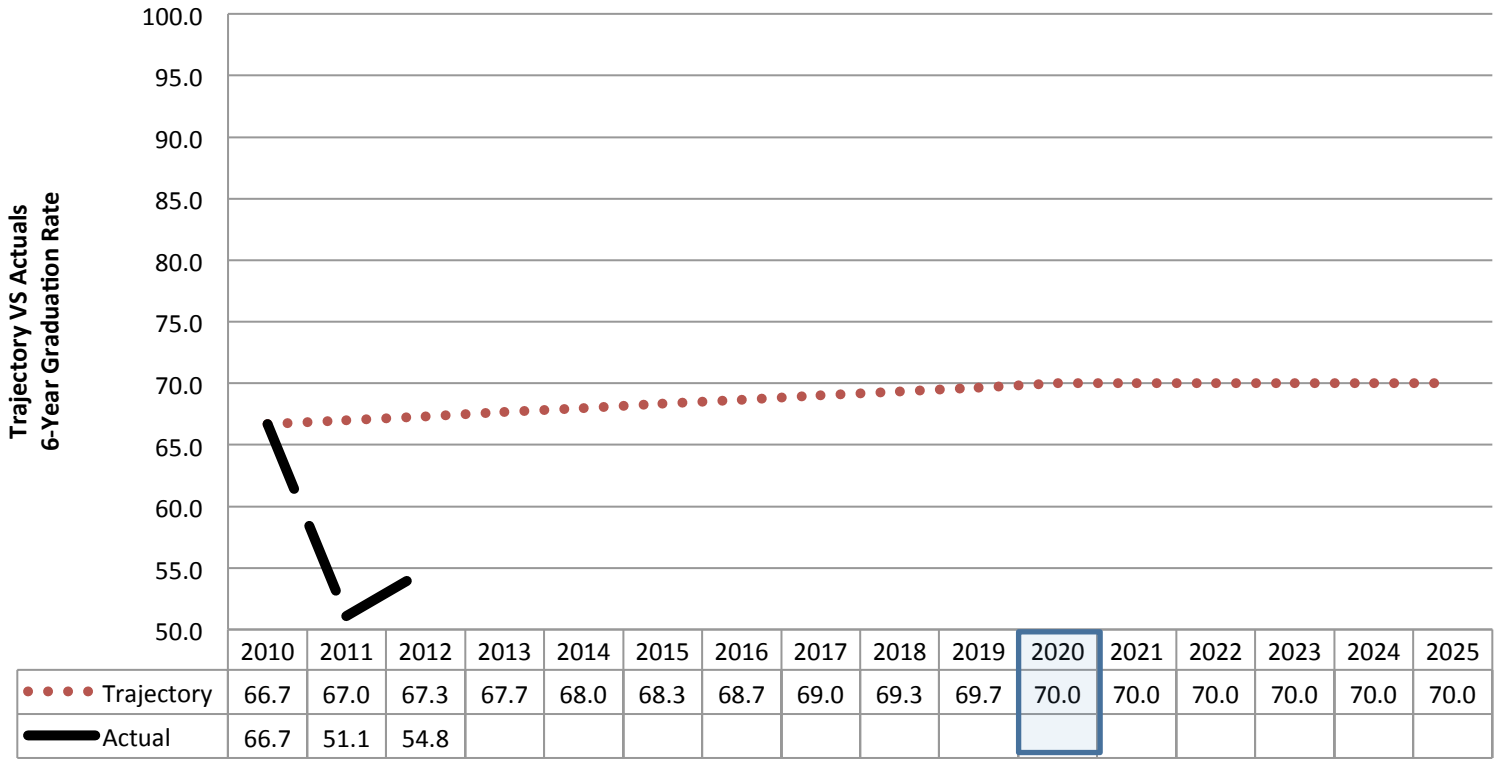
SAGE cohort data prior to fall 2010 were unavailable at the time of this report. These data will be reported in later publications.

Intermediate Achievement Gap Goals

Intermediate goals include:

- Continuing assessment of student risk factors related to retention, progression and graduation, and seeking to improve support services to at-risk students.
- Conducting advanced statistical analyses to examine the effectiveness of our initiatives, to quantify the impact of our initiatives and to more efficiently target populations who can benefit most from such initiatives.
- Increasing the number and percentage of students who participate in and benefit from our initiatives.

Target Group 2: First-Time/Full-Time Hispanic Students Institution: Towson University



Target Group 3: First-Time/Full-Time Low-income Students (Rec'd Pell Grants) Institution: Towson University

