

**Achievement Gap Report**  
**Due 30 November 2012**  
**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.

**2. Graph showing institutional trend data for student subgroups identified as having a gap**

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

Entry Cohort:	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
	As of Fall 2001	As of Fall 2002	As of Fall 2003	As of Fall 2004	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	As of Fall 2013	As of Fall 2014	As of Fall 2015	As of Fall 2016	As of Fall 2017
<b>African American Full-Time Fall Transfer Students</b>																	
Cohort Size	140	130	127	144	152	163	168	176	157	167	163	152	201	193	182	200	202
Six-Year Graduation Rate	47.1%	44.6%	54.3%	43.1%	44.1%	50.9%	54.2%	48.3%	47.8%	55.1%	43.6%	61.2%					
<b>White Full-Time Fall Transfers Students</b>																	
Cohort Size	556	504	464	455	422	452	419	429	423	490	399	389	444	457	469	505	524
Six-Year Graduation Rate	54.3%	58.9%	58.2%	60.2%	60.0%	56.9%	63.0%	60.6%	63.4%	61.6%	64.9%	64.3%					
GAP <sup>3</sup>	7.2%	14.3%	3.9%	17.2%	15.9%	5.9%	8.8%	12.3%	15.6%	6.5%	21.3%	3.1%					
<b>African American Full-Time Fall Transfer Students, Male<sup>4</sup></b>																	
Cohort Size	51	43	42	56	48	58	63	54	63	67	53	62	82	93	69	72	78
Six-Year Graduation Rate	47.1%	46.5%	54.8%	35.7%	33.3%	44.8%	49.2%	44.4%	42.9%	52.2%	41.5%	54.8%					
<b>White Full-Time Fall Transfers Students, Male</b>																	
Cohort Size	256	227	202	213	190	220	204	206	228	232	215	196	245	221	240	268	261
Six-Year Graduation Rate	48.8%	55.9%	54.0%	54.9%	61.1%	53.2%	61.8%	60.7%	58.8%	62.9%	61.4%	62.8%					
GAP <sup>3</sup>	1.8%	9.4%	-0.8%	19.2%	27.7%	8.4%	12.6%	16.2%	15.9%	10.7%	19.9%	8.0%					

<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:

- **Implemented an academic seminar for transfer students (TRS 201)**
- **Added Supplemental Instruction (SI) for courses which historically have been difficult for transfer students**
- **Extended First-Year Intervention (FYI) to include first-year transfer students**
- **Strengthened Transfer Student Alliance (TSA)**
- **Improved orientation and advising**
- **Expanded LRC 101A to include students in academic probation/jeopardy as well as those in suspension/dismissal and**
- **Wrapped-up a planning grant and received an implementation grant from the Bill and Melinda Gates Foundation to support the exploration of a broad and encompassing program of support to transfer students.**

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

- **Implemented an academic seminar for transfer students (TRS 201)**

TRS 201 was approved by the Undergraduate Council in January 2011. The course is based on the successful and long-standing Introduction to an Honors University (IHU) seminar with content tailored to meet the unique needs of transfer students. 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.

  - Built on two pilots delivered each year in fall 2008 and 2009 (33 students from Information Systems and Computer Science) to offer three TRS 201 courses enrolling 37 students in fall 2011 in Computer Science; Information Systems; and Modern Languages, Linguistics, and Intercultural Communication
  - Offered two TRS 201 courses enrolling 11 students in spring 2012 in American Studies and History
  - Offered seven TRS 201 courses enrolling 58 students in fall 2012 in Chemical Engineering; Computer Science; History; Information Systems; Modern Languages & Linguistics; Visual Arts; and one section at the Shady Grove campus
  - Created TRS curriculum that addresses issues directly related to transfer student success, including connections to faculty in the discipline, academic advising, career counseling, and academic modules
  - Generated interest for future TRS courses in Anthropology, Biology, Economics, Health Administration and Public Policy, Interdisciplinary Studies, and Psychology
- **Added Supplemental Instruction (SI) for courses which historically have been difficult for transfer students**

Supplemental Instruction (SI) focuses on historically difficult courses for students as identified by the specific institution. At UMBC, the majority of these courses are in STEM fields. Courses with particularly high failure rates for transfer students are targeted for SI at UMBC. 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.

- Started in fall 2009 in one section of MATH 150 Pre-Calculus
- Expanded by fall 2011 to include all three sections of MATH 150, all four sections of CMSC 202 Computer Science II for Majors, and one section of BIOL 141 Foundations of Biology
- Offered in fall 2011 a pilot SI program in one section of PSYC 332 at faculty request
- Expanded by fall 2012 to include all three sections of Math 150, all five sections of CMSC 202, one section of BIOL 141, one section of BIOL 302, one section of CHEM 123, and one section of GES 120 for a total of twelve sections
- Involved 1276 students in SI over three semesters (Fall 2011, Spring 2012, Fall 2012)
- Involved 673 students in SI in Fall 2012, or 52 percent (N=673/1276) of the total number between Fall 2011 and Fall 2012 demonstrating a rise in the number of students attending SI
- Based on an assessment of the number of participants in SI, the efforts instituted to increase SI participation are being continued. Identified an average of 28% percent of SI participants (355/1276) as transfers (Fall 2011 though Fall 2012)
- Of the 355 transfer students, 169 (48 percent) were male and 186 (52 percent) were female
- Of the 169 male transfer students, 37 (21 percent) were African-American
- Began process of developing more complete demographic reports on SI participants

- **Extended First-Year Intervention (FYI) to include first-year transfer students**

FYI is an early alert program focusing on first-year students. The program asks faculty members to report on any of these students who, at mid-semester, are in danger of earning less than an A, B, or C in their course. The FYI program notifies identified students of their situation via a myUMBC Alert linked to online information about campus support available to the students.

- In fall 2012, FYI Alerts were sent two ways. Math, IS, MLL, and the OUE departments sent Alerts using the new system compatible with UMBC's Student Administration system. All other departments used the current system. A total of 1,438 Alerts were sent to 1,039 first-year students
- 2047 students were enrolled in fall 2012 and 1,039 or 50.8 percent were reported in academic difficulty compared to 52.4 percent (N=1065/2033) in fall 2011
- Sent 677 Alerts to 609 students in fall 2012 in the pilot program with 79.4 percent (N=313/394) of the sections reporting
- Sent 761 Alerts to 590 students in fall 2012 in non-pilot program classes with 65.5 percent (N=373/569) of the sections reporting. Transfer student data is not available at this time.
- Designed and piloted an evaluation of the Alerts program using funding from Purdue Learning Analytics; sent survey in October to 1,000 students who received a spring Alert (65 responses, anonymous)
- Updated survey using Qualtrics and sent it on February 1, 2013, to 1066 students who received fall 2012 Alerts. (140 responses, anonymous)
- Presented findings with a large, collaborative UMBC team at the Excellence in Gateway Course Completion Conference in Indianapolis, Indiana in April, 2013.

- **Strengthened 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.

- Added AACC as a TSA partner in fall 2012
- Accepted the first cohort of AACC students into the TSA program in spring 2013
- Maintained ongoing communication from UMBC staff to TSA students enrolled at AACC, CCBC, MC and PGCC to encourage their participation in campus events such as Commuter Retreat and Succeed Stress Free sponsored by the UMBC Transfer Student Network
- Hired an Assistant Director of Transfer Student Recruitment, Admissions, and Partnerships to promote, manage, and support the Transfer Student Alliance partnerships and members.
- Offered an on-campus reception in spring 2013 to welcome TSA participants and to connect them with the UMBC community as well TSA alumni (68 students attended)
- Achieved total TSA participation of 685 students (see chart below in section 4)

- **Improved orientation and advising**

High quality orientation and advising are considered key supports to student success and retention. Improvements in technology, training, programming, and staffing are outlined below.

- Launched UMBC Extra-Credit communication campaign in fall 2011 to encourage students to take advantage of specific resources at key credit-accrual intervals (For example, a recent posting targeting seniors gave key information about how to ask for a letter of recommendation while an item targeting freshmen and sophomores promoted and taught the use of degree audit. Targeted messages are delivered at least monthly to students in each year. It is hoped that these targeted messages will reach transfer students and others disconnected from campus resources and provide them with timely information and resources.)
- Worked to strengthen orientation advisor pool by changing the mix of new and experienced advisors and the ratio of graduate student advisors to faculty and professional advisors
- Implemented fully automated degree audit system in the Student Administration system during 2010, including "what if" feature which allows students to see where they would stand if they changed their major or added a minor and supports advising appointments focused on student needs.
- Implemented a robust advising-notes section in the student record in the Student Administration system (This customized module guides advisors through appropriate topics to cover when discussing issues such as academic difficulty, class registration/adjustment, general education requirements, graduate planning, internships, majors and minors, reinstatement, and transfer courses.)
- Implemented orientation practices designed to reduce the number of students without a declared major

- **Expanded LRC 101A**

This "last-chance" course for students in academic suspension or dismissal who wish to continue at UMBC was first offered in 2005. After early success on the part of students enrolled in the course, it was made available in spring 2008 to students in academic jeopardy or probation, before they reached the point of suspension or dismissal. 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.

- Delivered eight sections serving 123 students in spring 2012 and eight sections serving 123 students in fall 2012
- As of Fall 2012, 1715 unduplicated students have taken the course and 47 percent (N=810) have either graduated or are currently enrolled (OIR Data)
- Offered, beginning in fall 2010 and continued each semester through Fall 2012, an LRC 101A section taught by an instructor with a background in working with international students (20 students enrolled in fall 2011); about 17 percent of transfer students in LRC 101A are not citizens
- Initiated instructor evaluations by students in spring 2011 and continued through Fall 2012
- Provided intensive professional advising to all students enrolled in LRC 101A each semester including a complete transcript analysis and consultation focused on key next steps toward graduation
- Began in fall 2010 and continued in fall 2012 identifying all LRC 101A students with outstanding overdue balances and initiating personalized follow up from the Financial Aid Office
- Successfully wrote a BreakingGround grant to add a service learning component to LRC 101A which began in Spring 2013 and will end in Fall 2013.

- **Received planning grant from the Bill and Melinda Gates Foundation**

- Developed a specific collaboration between UMBC and four partner community colleges (Anne Arundel Community College, Community College of Baltimore County, Howard Community College, and Montgomery College)
- Began planning to develop national models of practice to serve transfer students in the areas of academic advising, curricular alignment, transfer academic experiences, and orientation.
- Received grant in July, 2011; planning grant report due May 2012

- **Received implementation grant from the Bill and Melinda Gates Foundation**

- Continue fostering specific collaboration between UMBC and four partner community colleges (Anne Arundel Community College, Community College of Baltimore County, Howard Community College, and Montgomery College)
- Began implementing national models of practice to serve transfer students in the areas of academic advising, curricular alignment, transfer academic experiences, and orientation.
- Received grant in July 2012; implementation grant report due May 2015

**4. *Highly summarized assessment of each initiative (Show changes, if any, based on your assessment)***

- **Implemented an academic seminar for transfer students (TRS 201)**

- A tracking system is being developed to assess long-term results of participation in TRS courses.
- Students have identified several elements of particular interest to transfer students, including: greater focus on achieving success in the identified major, connections to faculty

in the discipline, academic advising, and career counseling. Changes have been made in the course plan to strengthen these elements.

- 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.
- Students who have engaged in a TRS course in Fall 2011 and Spring 2012 have a 1 semester retention rate of 96.7% and 90.9% respectively versus a 1 semester retention rate of 88.6% and 81.6% for all transfer students.

- **Added Supplemental Instruction (SI) for courses which have been difficult for transfer students**

- Of the 355 transfer students from Fall 2011 through Fall 2012, 241 (67 percent) earned an A, B, or C in the course
- Of male transfer students (114/169) 67% earned an A, B, or C in the course

- **Extended First-Year Intervention (FYI) to include first-year transfer students**

- The action steps offered in the alert to help students improve in the affected course(s) were updated to include messages directed to transfer students
- Now that it is fully implemented (Spring 2013) in the Student Administration system, FYI tracks all first-year transfer students, not just those with 30 credits or fewer.
- In Spring 2013, a total of 2,132 Alerts were sent
- In Spring 2013, 1,363 (38.9 percent) (N=1363/3495 FYI-eligible) students were reported in academic difficulty. This compares to 50.8 percent in fall 2012 and 49.3 percent in spring 2012
- 716 (41.5 percent)(N=716/1726) of 1,726 first-year transfer students received one or more alerts (1,092 alerts total in Spring 2013)

- **Strengthened Transfer Student Alliance**

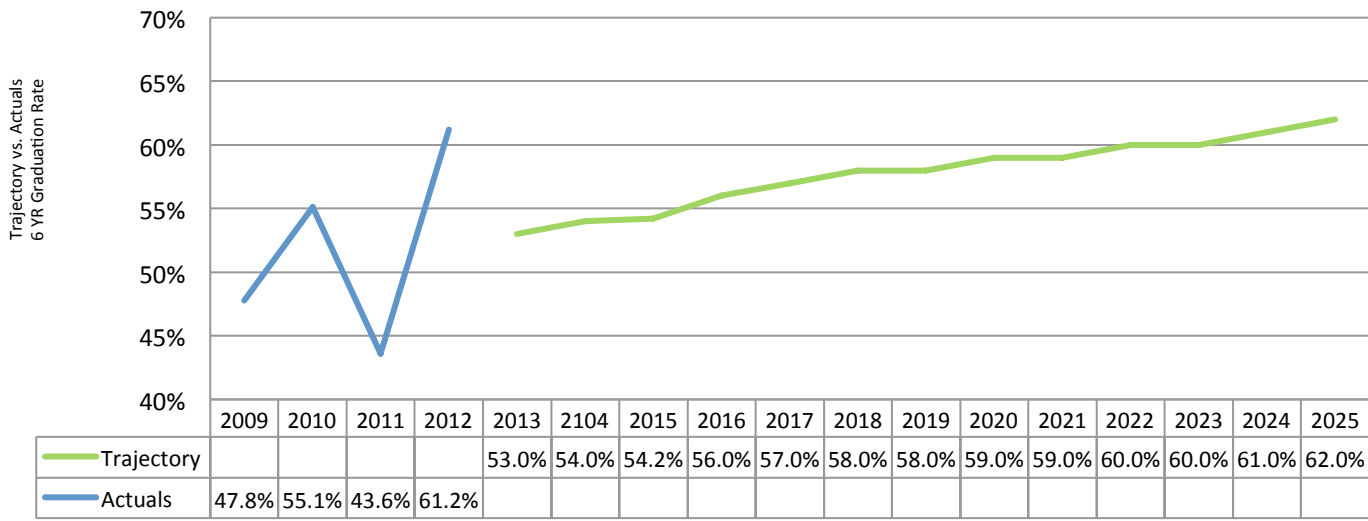
**Transfer Student Alliance Results 2008 - 2011**

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

- **Improved orientation and advising**
  - We are actively monitoring the effectiveness of the Extra Credit campaign
  - Of the 108 advisors in summer 2012, 45 were graduate students and 63 were faculty and staff. Sixty-five percent of summer 2012 advisors had one or more seasons of advising experience. More than 2,500 incoming students received summer orientation, very close to one hundred percent of the new fall students
  - As of fall 2012, all UMBC departments have rolled out degree audits for their academic majors, minors, and certificates. Based on the popularity of the “what if” feature among students; advisors and faculty have received access to this feature starting in spring 2012.
  - Advising notes have been fully available only since summer 2010. Efforts continue to educate department chairs, faculty members, and professional advisors as to the uses and value of advising notes. So far we have observed that advising notes allow for more consistent advising and can help to avoid conflicting advice to students. Starting in summer 2010, advising notes have been created for all students who participate in orientation.
  - More than 1,000 incoming students declared a major during the summer 2012 orientation period.
  
- **Expanded LRC 101A**
  - Fall 2012, of the 125 students in LRC 101A, 61 or 48.8 percent were transfer students
  - Of the 61 transfer students, 45 or 74 percent received a C or better in the class
  - Of the 61 transfer students, 44 or 72 percent are currently enrolled
  - All LRC 101A sections use active learning techniques and small-group work; course evaluations reflect active student engagement in course content.
  - Blue sheet evaluations for LRC101A were collected for spring and fall 2011 and used for program improvement. Possible trend information is being evaluated.
  - The BreakingGround grant is the first internal or external funding competitively sought for support of LRC 101A.
  
- **Received Gates Foundation planning grant**
  - Our greatest success was the collaborative partnerships that guided the work of all of the outcomes
  - Planning grant successfully led to the awarding of a 3-year Implementation grant
  
- **Received Gates Foundation implementation grant**
  - Implementation grant is in its first year; no assessment data available

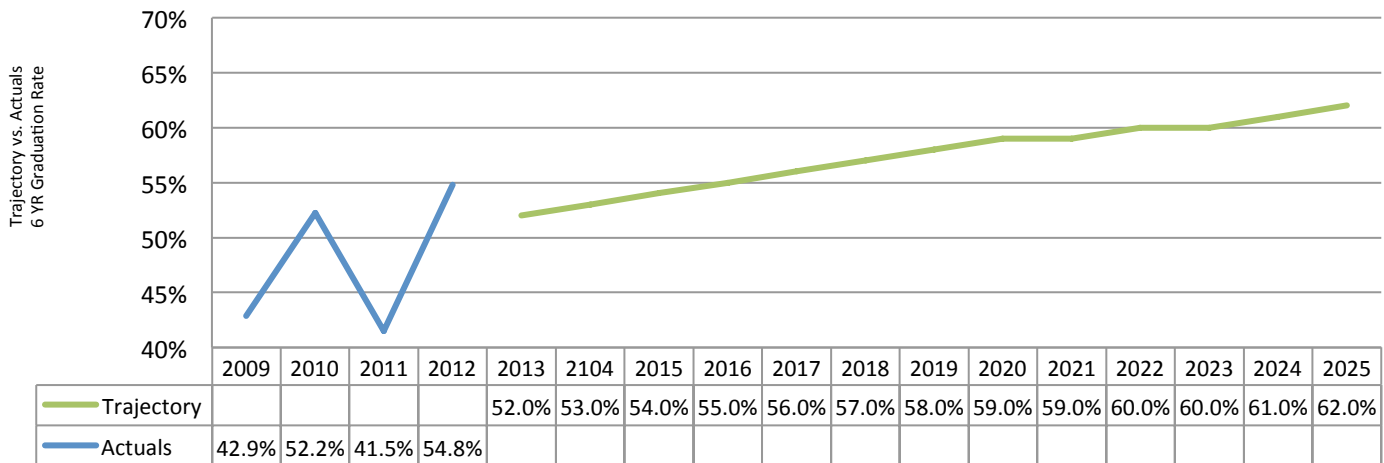
Target Group 1: African American Full-Time Transfer Students

Institution: UMBC



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

Institution: UMBC



In fall 2010 the achievement gap for African American transfer students declined to its third lowest level in 10 years. In this context the dip in graduation rates seen for African American transfer students and male African American transfer students in the subsequent cohort beginning in fall 2005 is disappointing. Many of the interventions we have developed to address transfer student success had not been implemented at the scale needed to reach a significant number of transfer students in the 2005 cohort. These interventions are now in place and continue to be developed. Evidence for the impact of these interventions appears in our analysis of the cohort of students who started in fall 2006 which demonstrate significantly higher retention and graduation rates than the 2005 cohort. For example, the six-year graduation rate for full-time African American transfer students from the class entering in fall 2006 is 61.2 percent, higher than any six-year graduation rate we have ever had for African American transfer students.