



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: 2012-2013 Summary of Institutional Achievement Gap Reports

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: June 5, 2013

SUMMARY: On December 2001, the Board of Regents approved the System-wide Plan for Minority Achievement, 2001-2010 and directed the presidents to prepare institutional minority achievement plans. The Board received those plans in 2002, and related institutional and System reports on minority achievement were submitted through 2007.

In 2007, USM hosted a statewide conference to set a course for Maryland to cut in half the achievement gap by 2015 and eliminate it by 2020. As a follow-up to the conference, Chancellor Kirwan asked the USM undergraduate-degree-granting institutions to develop achievement gap strategies that include institutional data analysis and needs assessments, along with specific goals and timelines to reduce the gap between low-income and high-income students, underrepresented minority students and majority students, and African American males and White males. The first reports were presented in 2010, defining the gap specific to each institution and strategies and programs initiated to close the gap. In 2012, the Chancellor requested institutions to narrow the focus to African American, Hispanic, and low-income (based on Pell Grants) students because of the complexities of tracking and reporting on a wide array of subpopulations of students. In April 2013, the USM held a System-wide Symposium on Student Success Revisited. During this meeting, institutional representatives shared perspectives on the successes, challenges, opportunities, and strategies for cutting the eliminating the achievement gap.

Institutions remain energized to face the challenges, although the gap remains daunting.

This 2012-2013 summary report is the first that focuses on African American, Hispanic, and low-income students. The Committee will receive annual updates on progress in addressing the achievement gap through the target date of 2020. Copies of the complete institutional reports are available upon request.

ALTERNATIVE(S): This is an information item only.

FISCAL IMPACT: This is an information item only.

CHANCELLOR'S RECOMMENDATION: This is an information item only.

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

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**2012 - 2013 Summary
of
Institutional Achievement Gap Reports
to the
Board of Regents**

June 5, 2013

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2013 Summary of Institutional Achievement Gap Reports

INTRODUCTION

The University System of Maryland (USM) Closing the Achievement Gap Initiative addresses the threat posed by the state's widening college retention and degree-completion gap for lower-income and underrepresented (primarily African American and Hispanic) students and the need to ensure that all Marylanders have the opportunity for educational attainment that leads to success. This initiative is important to the USM's significant role in helping the state realize its goal of having 55 percent of its population—25 years old and older—have a college degree. This initiative also is critical to developing a viable workforce to support and sustain Maryland's economic development.

In November 2007, the USM hosted a statewide conference of political, community, business, and education leaders to set a course for Maryland to cut the gap in half by 2015 and eliminate it by 2020. Resulting from conference discussions, USM Chancellor William Kirwan asked the USM's 10 undergraduate degree-granting institutions to develop achievement gap strategies that include institutional data analysis and needs assessments, along with specific goals and timelines to reduce the gap between Low-income students and those who are not, underrepresented minority students and majority students, and African American males and White males. Each institution was provided with data on USM retention and graduation rates and institution-specific retention and graduation rates on which to base its plan.

In 2008-2009, each institution began work planning and implementing strategies to close their achievement gaps. Most of the institutional approaches fall under the following five broad categories:

- ***Establishing early warning systems*** using interventions and longitudinal assessments;
- ***Implementing course redesign and improved assessments for base level courses in mathematics and English*** based on identified remedial needs and assessments of incoming students;
- ***Providing educational support systems for at-risk students*** through bridge programs between high school and college; student preparedness assessments; creation of small group courses; and providing financial aid, housing support, and stipends for pre-admission programs;
- ***Creating vibrant learning communities*** that provide group housing to support pre-admits, establish mentoring opportunities with other students, and offer hands-on support to students throughout their education; and
- ***Increasing financial support*** through need-based scholarships; financial aid to bridge the gap between community colleges and USM institutions; and ongoing career development assistance through mentoring, internships, and networking.

During 2009-2010, institutions submitted their first annual reports on progress in closing the achievement gap. The reports detailed initiatives and included institution-specific achievement gap definitions and activities implemented to help close the gaps. The 2010-2011 and 2011-2012 reports reflected continuing focus on institutionally defined achievement gaps.

In early 2012, the Chancellor requested institutions to narrow their initiatives to focus to African American, Hispanic and Low-income (based on Pell Grants) students because of the complexities of tracking and reporting on a wide array of institutionally-determined subpopulations of students. While institutions were asked to report on these specific student groups, they were encouraged continue their efforts with groups they had previously identified as having retention and graduation gaps. This 2012-2013 summary report is the first that focuses on African American, Hispanic, and Low-income students. The Education Policy and Student Life Committee will receive annual updates on progress in addressing the achievement gap for these groups. Each institutional status report is available for review in the USM Office of Academic Affairs.

On April 25, 2013, the USM held a System-wide Symposium on Student Success Revisited. During this meeting, institutional representatives shared perspectives on the challenges, opportunities, strategies, and successes for cutting the achievement gap in half by 2015 and closing it by 2020. In closing the Symposium, the Chancellor made five points that will influence ongoing institutional efforts to close the achievement gap. The USM needs to:

- think seriously about finding a better system of incentives and rewards for this effort,
- know more fully what the data show is working to close the gap in our institutions,
- identify data-based best practices,
- define complimentary metrics to address, for example, issues related to transfer students, and
- summarize data-based big ideas and best practices around closing the achievement gap and vet and circulate those ideas among institutions.

Summary of Institutional Trends

The following institutional trends are based on six-year graduation rate changes compared to the baseline academic year fall 2008 cohorts—the first year of the Closing the Achievement Gap Initiative. Because all institutions report on First-Time Full-Time (FTFT) African American, Hispanic, Low-income freshmen students and may also include additional subgroups such as transfer students and males compared to females students, an institution may appear in more than one of the following two categories: gap narrowing or stable and gap widening.

Institutional Graduation Gap Narrowing or Stable (4-year trend)

Salisbury University

The SU six-year graduation rate goal for African American FTFT Freshmen is to graduate 67% by 2015 and 73% by 2020. As of fall 2012, African American students show a rate of 66% compared to 57% for fall 2008.

The SU six-year graduation rate goal for the Low-income FTFT Freshmen at Salisbury is to graduate 65% by 2015 and 73% by 2020 (Salisbury's 2008 FTFT freshmen graduation average). As of the fall 2012, the Low-income FTFT Freshmen show a rate of 62% compared to 54% for fall 2008.

Frostburg State University

As of fall 2012, FSU focused their closing the achievement gap efforts primarily on African American, Hispanic, and Low-income students. FSU's six-year graduation rate goal for Hispanic students is 53% by 2015 and 55% by 2020. As of fall 2012, the six-year graduation rate is 35% compared to 21% as of fall 2010, a narrowing of the gap.

Towson University

Towson University's six-year graduation rate goal for FTFT African American students is 70% by 2015 and 2020. As of fall 2012, the rate is 59%; while higher than 55% as of fall 2011, it is significantly lower than the 73% for African Americans as of fall 2009. Although, TU lost ground as the six-year graduation rate did not meet the USM benchmark, there is a narrowing of the gap.

Towson University's six-year graduation rate goal for FTFT Hispanic students is 68.3% by 2015 and 70% by 2020. As of fall 2012, the rate is 55%; while higher than 51% as of fall 2011, it is lower than the 67% for Hispanics as of fall 2009. Although, TU lost ground as the six-year graduation rate did not meet the USM benchmark, there is a narrowing of the gap.

Towson University's six-year graduation rate goal for FTFT Low-income students is 67% by 2015 and 70% by 2020. As of fall 2012, the rate is 56%; while higher than the 52% as of fall 2011, it is significantly lower than the 66% for Hispanics as of fall 2009. Although, TU lost ground as the graduation rate did not meet the USM benchmark, there is a narrowing of the gap.

University of Baltimore

FTFT Freshmen students did not enter UB until fall 2007. Therefore, UB has focused on the New Transfer student graduation gaps between the overall UB student population and African American

New Transfer students. The goal is to graduate African American New Transfer students at the campus rates of 54% by 2015 and 62% by 2020. As of fall 2012, the graduation rate for African American New Transfer students is 52% compared to 47% in fall 2010.

The cohort sizes of Hispanic New Transfer students is small. As of fall 2012, the graduation rate for Hispanic New Transfer students is at 60% compared to 100% for fall 2010.

As of fall 2012, the graduation rate for Low-income Transfer students is also increasing slightly, up to 56%.

University of Maryland, Baltimore

The UMB graduation rate goal for African American Traditional BSN students is to graduate 82% by 2015 and 85% by 2020. As of fall 2012, African American Traditional BSN students' graduation rate is 79%.

The UMB graduation rate goal for Hispanic Traditional BSN students is to graduate 82% by 2015 and 84% by 2020. As of fall 2012, the graduation rate for Hispanic Traditional BSN students is 80%.

University of Maryland, Baltimore County

The UMBC graduation rate goal for all African American Full-time Transfer students is 54.2% by 2015 and 59% by 2020. As of fall 2012, the graduation rate for all African American Full-Time Transfer students is 61.2% compared to 47.8% as of fall 2009, a narrowing of the gap.

The graduation rate goal for African American Male Full-Time Transfer students is 54% by 2015 and 59% by 2020. As of fall 2012, the graduation rate for all African American Male Full-Time Transfer students is 54.8% compared to 42.9% as of fall 2009, a narrowing of the gap.

UMBC's goal is to close the gap between White and African American Male Full Time fall transfer students to have both groups graduate at 62% by 2020. As of 2012, the most recent graduation rates for the fall 2006 cohorts did not have increases for African American students. However, the gap has narrowed to single digits for African American Male Full-time fall transfer students.

University of Maryland, College Park

UMCP has a graduation goal of 82% for students with low financial resources and 81% for African American and Hispanic students by 2020. It should be noted that prior to fall 2012, no real trajectory was established for Hispanic students. Compared to fall 2008, all groups have made progress towards narrowing the graduation rate gap.

University of Maryland University College

UMUC's data suggest declines in gaps. However, the UMUC's graduation indicator (10 versus 6 years) is different from other traditional institutions in the USM. Their plan commenced with the fall 2006 cohort. It is a unique definition initially designated for students in these cohorts. Therefore, historic data was not available because student systems (databases) were not configured to capture these data.

Institutional Graduation Gap Widening (4-year trend)

Bowie State University

The BSU six-year graduation rate goal is to graduate 51% of their FTFT freshmen by 2015 and graduate 62% by 2020 (the 2008 system average for FTFT freshmen). BSU's African American FTFT Freshmen increased their graduation rate to 40% in 2011 after slipping to 37% in 2010. For this 2013 Report, the graduation rate has slipped to 35%, the lowest since fall 2006.

Coppin State University

The six-year graduation rate goal for Coppin is to graduate at the 2008 USM African American rate of 37% by 2020 with a mid-term goal of 27% by 2015. Over the past four years, Coppin has not improved graduation rates. Therefore, the gap is widening especially as African American students at the System level have increased overall.

Frostburg State University

FSU's six-year graduation rate goal for African American students is 50% by 2015 and 55% by 2020. As of fall 2012, the six-year graduation rate is 41% compared to 42% as of fall 2010, a slight decrease.

Until fall 2012, Frostburg focused efforts on the six-year graduation rate difference between FTFT male and female freshmen students. By 2015, the six-year graduation rate goal for FTFT male freshmen is to graduate 50% and 55% by 2020. As of fall 2012, the six-year graduation rate of 34% is lower than fall 2011 and 2012. The graduation gap continues to widen.

Salisbury University

The SU six-year graduation rate goal for Hispanic FTFT Freshmen is to graduate 73% by 2015 and 73% by 2020. As of fall 2012, the six-year graduation rate for Hispanic students is 43% compared to 74% in fall 2008. Graduation rates have declined significantly. It should be noted that the Hispanic student cohort is small.

University of Maryland Eastern Shore

UMES' six-year graduation rate falls below the USM average. The goal for UMES is to graduate 63% of all students by 2020 with mid-term goal of 41% for African American students by 2015. As of 2012, the six-year graduation rates have held steady for the past four years. It should be noted that year-to-year increases in new cohort class sizes are decreasing graduation rates.

SUMMARIES OF REPORTS FROM INSTITUTIONS

For brevity, this 2013 summary has only graduation trend data. Retention data are found in each institutional report.

BOWIE STATE UNIVERSITY

Definition of Gap

Bowie State University (BSU) defines the achievement gap as the difference in six-year graduation rates between African American students at BSU and all FTFT students in the University System of Maryland (USM) (Table 1).

Trend Data

**Table 1 Bowie State University
Six-year Graduation Rates: African American vs. All USM FTFT Degree Seeking Students**

Entering	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
	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
COMPARATOR STUDENTS: ALL USM FIRST-TIME, FULL-TIME (FTFT), DEGREE SEEKING STUDENTS								
6-yr Grad Rate	61%	60%	61%	62%	62%	62%	59%	60%
BSU African American FTFT, Degree seeking Students								
Cohort Size	302	337	560	517	711	577	858	717
6-yr Grad Rate	39%	36%	38%	41%	40%	37%	40%	35%
The Gap	(22%)	(24%)	(23%)	(21%)	(22%)	(25%)	(19%)	(25%)

Note: Graduation Rates are for institution of first-time entry.

Source: IPEDS Data Center, BSU GRS reports and USM Retention and Graduation Reports

The goal is to graduate 51% of their new freshmen in 2015 and graduate 62% by 2020 (the 2008 system average for FTFT freshmen). Bowie's African American FTFT Freshmen increased their graduation rate to 40% in 2011 after slipping in 2010. For this 2013 Report, the graduation rate has slipped lower than the 2010 rate, the lowest since fall 2006.

BSU: Initiatives to Address the Gap

BSU's achievement gap initiatives include:

- offering a summer bridge program (Bulldog Academy),
- expanding number of students in KEEP program to assist freshmen and transfer student on academic warning,
- hiring three Retention Coordinators,
- increasing funding for need-based and academic scholarship,
- providing through the Center for Teaching and Learning, faculty development workshops and training for new Blackboard Learn learning managements system and SMARTHINKING live tutoring, and
- employing supplemental instruction opportunities for students and undergraduate learning assistants.

COPPIN STATE UNIVERSITY

Definition of Gap

Coppin State University (CSU) defines the achievement gap using four major comparison groups:

- **Group I.** The differences in six-year graduation rates between African American First-Time Full-Time (FTFT) degree-seeking freshmen at CSU and African Americans at other University System of Maryland (USM) institutions will be compared.
- **Group II.** The differences in six-year graduation rates between African American First-Time Full-Time degree-seeking freshmen at Coppin State University and African American First-Time Full-Time degree-seeking freshmen within the University System of Maryland's Historically Black Institutions (HBIs).
- **Group III.** The differences in retention and six-year graduation rates between CSU African American males and CSU African American females.
- **Group IV.** The differences in retention and six-year graduation rates between CSU First-Time Full-Time freshmen and CSU freshmen transfers with less than 29 credits hours.

Trend Data

Table 2 Coppin State University

Six-year Graduation Rates: CSU African American Students¹ vs. USM African American Students

Entering	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
	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
Group I: CSU FTFT African American¹ vs. COMPARATOR STUDENTS: USM AFRICAN AMERICAN								
CSU African American Cohort Size	424	396	516	561	557	567	633	476
USM African American Rates ²	46%	42%	40%	37%	39%	40%	41%	43%
CSU African American Rates	19%	18%	19%	16%	13%	15%	15%	16%
The Gap³	(27%)	(24%)	(21%)	(21%)	(26%)	(25%)	(26%)	(27%)
Group II: CSU FTFT African American¹ vs. COMPARATOR STUDENTS: USM HBI AFRICAN AMERICAN								
CSU African American Cohort Size	424	396	516	561	557	567	633	476
USM African American Rates ²	42%	35%	34%	38%	36%	34%	35%	33%
CSU African American Rates	19%	18%	19%	16%	13%	15%	15%	16%
The Gap³	(23%)	(17%)	(15%)	(22%)	(23%)	(19%)	(20%)	(17%)
Group III: CSU African American Males¹ vs. COMPARATOR STUDENTS: CSU AFRICAN AMERICAN FEMALES								
CSU African American Male Cohort Size	127	119	146	141	131	130	145	98
CSU African American Female Rates ²	22%	22%	21%	18%	14%	16%	16%	17%
CSU African American Male Rates	14%	8%	10%	11%	13%	12%	12%	12%
The Gap³	(8%)	(14%)	(11%)	(7%)	(1%)	(4%)	(4%)	(5%)
Group IV: CSU Freshmen Students¹ vs. COMPARATOR STUDENTS: CSU TRANSFER STUDENTS								
CSU Freshmen Cohort Size	441	417	540	578	571	588	661	494
CSU Freshmen Transfer Students Rates ²	29%	36%	34%	20%	20%	33%	44%	30%
CSU Freshmen Students Rates	20%	18%	18%	16%	13%	15%	15%	16%
The Gap³	(9%)	(18%)	(16%)	(4%)	(7%)	(18%)	(29%)	(14%)

¹Target Group

²Comparison Group

³The Gap = difference between graduation rate of comparison group and target group.

The goal for Coppin was to graduate all students at the 2008 USM African American rate of 37% by 2020 with a midterm goal of 27% by 2015. Over the past four years, Coppin has not improved graduation rates. Therefore, the gap is widening.

CSU: Initiatives to Address the Gap

CSU's achievement gap initiatives include:

- offering the Summer Academic Success Academy (SASA),
- implementing Phase II First-Year Experience program,
- continuing the Freshmen Male Initiative (FMI) as result of higher grade point average performance by participants as compared to non-participants,
- implementing the College of Health Professions' Living Learning Community,
- piloting the NCAA Program to Enhance the Success of Student Athletes,
- launching EagleLINKS a mobile app for students, faculty, and staff access to academic services,
- enhancing student analytics to boost student retention outcomes,
- piloted *Analytics for Learn (A4L)* with dashboard indicators for students and faculty, and
- providing continuous academic support and creating a welcoming and attractive environment for success.

FROSTBURG STATE UNIVERSITY

Definition of Gap

Frostburg State University (FSU) defines the achievement gap as the differences in six-year graduation rates between FSU African American, Hispanic, and Low-income students and all FTFT FSU students (Table 3).

Trend Data

**Table 3 Frostburg State University
Six-Year Graduation Rate African American vs. All FTFT FSU Students
Fall Student Cohort**

Entering	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
	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
COMPARATOR STUDENTS: ALL FIRST-TIME FULL-TIME FSU STUDENTS								
Cohort Size			927	1001	990	959	927	1013
6-yr Grad Rate			51%	48%	49%	48%	45%	44%
FSU African American Students								
Cohort Size			116	128	128	151	186	215
6-yr Grad Rate			40%	40%	45%	42%	43%	41%
The Gap			(11%)	(8%)	(4%)	(6%)	(2%)	(3%)
FSU Hispanic Students								
Cohort Size			17	20	22	19	29	23
6-yr Grad Rate			53%	35%	36%	21%	28%	35%
The Gap			2%	(13%)	(13%)	(27%)	(17%)	(9%)
FSU Low-income Students								
Cohort Size			216	222	209	221	227	243
6-yr Grad Rate			46%	45%	51%	44%	41%	42%
The Gap			(5%)	(3%)	2%	(4%)	(4%)	(2%)

Frostburg initially focused their efforts on the differences between male and female new freshmen students. The graduation goal for male freshmen is 50% by 2015 and 55% by 2020. As of fall 2012, the focus was shifted to African American, Hispanic, and Low-income students. African American students show a slight decrease in graduation rates.

FSU's six-year graduation rate goal for African American students is 50% by 2015 and 55% by 2020. As of fall 2012, the six-year graduation rate is 41% compared to 42% as of fall 2010, a slight decrease.

FSU's six-year graduation rate goal for Hispanic students is 53% by 2015 and 55% by 2020. As of fall 2012, the six-year graduation rate is 35% compared to 21% as of fall 2010, a narrowing of the gap.

FSU's six-year graduation rate goal for Low-income students is 53% by 2015 and 55% by 2020. As of fall 2012, the six-year graduation rate is 42% compared to 44% as of fall 2010, a slight decrease.

FSU: Initiatives to Address the Gap

Frostburg's achievement gap initiatives include:

- hiring an Assistant Provost for Student Success and Retention to focus on achievement gap efforts,
- implementing course redesign,

- streamlining a platform called Campus Labs to facilitate faculty and staff participation and to increase intentional intervention for identified students,
- expanding learning communities to include all freshmen based on an 89% supportive response rate from prior year participants,
- improving effectiveness and efficiency for PSYCH 150 as a result of implementing course redesign,
- providing supplemental instruction in General Psychology that has led to increased student connection to the course and improved grades,
- offering extensive TRIO student support and tutoring services to achieve an 87% retention rate (91% female and 80% male) returning for third semester, and
- increasing need-based financial aid by 55% between 2007 and 2012.

SALISBURY UNIVERSITY

Definition of Gap

Salisbury University (SU) defines the achievement gap as the differences in six-year graduation rates between African American, Hispanic, and Low-income students compared to all SU students (Table 4).

Trend Data

Table 4 Salisbury University

Six-Year Graduation Rates: Low-income¹, African American, and Hispanic vs. All SU Students

Entering	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
	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
COMPARATOR STUDENTS: ALL SU STUDENTS								
Cohort Size				900	947	981	952	1028
6-Yr Grad Rate				69%	66%	70%	67%	67%
SU African American								
Cohort Size				84	79	75	94	125
6-Yr Grad Rate				57%	62%	53%	60%	66%
The Gap				(12%)	(4%)	(17%)	(7%)	(1%)
SU Hispanic								
Cohort Size				23	33	23	25	30
6-Yr Grad Rate				74%	64%	70%	60%	43%
The Gap				+5%	(2%)	No Gap	(7%)	(24%)
SU Low Income								
Cohort Size				134	129	110	112	126
6-Yr Grad Rate				54%	59%	63%	62%	62%
The Gap				(15%)	(7%)	(7%)	(5%)	(5%)

¹ Low-income cohort size is representative of full-time, first-time, degree seeking students that received a Pell grant during their first year at SU.

The goal for the African American FTFT Freshmen at Salisbury is to graduate at 63% by 2015 and close the gap in 2020 with 69% graduation rate. As of fall 2012, African American students have made progress with a graduation rate of 66% compared to 62% as of fall 2009.

The goal for Hispanic FTFT students at Salisbury is to graduate at 63% by 2015 and 69% by 2020. As a fall 2012, graduate rates for Hispanic students have declined significantly.

The goal for the Low-income FTFT Freshmen at Salisbury is to graduate at 61% by 2015 and 69% by 2020 (Salisbury’s 2008 FTFT freshmen graduation average). As of the fall 2012, the Low-income New Freshmen were graduating at 62%.

SU: Initiatives to Address the Gap

Salisbury's achievement gap initiatives include:

- providing mid-semester reporting on student performance and advising for all FTFT students attending the Center for Student Achievement; students using the Center's services were retained into their second year at higher rates (78%) than those who did not use the Center (76%),
- expanding the offering of living-learning communities (LLCs) to accommodate 38% more students including 16% participation by first-time minority students, and
- offering supplemental instruction such that LLC participants in five or more sessions had higher first-year grades (3.10 vs. 2.95) than those not in LLCs.

TOWSON UNIVERSITY

Definition of Gap¹

Towson University defines its achievement gap as the differences between six-year graduation rates of its African American, Hispanic, and Low-income students compared to all USM students (Table 5).

Trend Data

**Table 5 Towson University
Six-Year Graduation Rates: African American, Hispanic, and Low-income vs. all USM Students**

Entering	Fall 1999 ¹	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
	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
COMPARATOR STUDENTS: ALL OTHER TU FTFT STUDENTS								
6-Year Graduation Rate			66%	66%	73%	68%	63%	65%
TU African American FTFT Students								
Cohort Size			152	153	162	169	269	305
6-Year Graduation Rate			65%	69%	73%	73%	55%	59%
The Gap			(1%)	3%	No Gap	5%	(8%)	(6%)
TU Hispanic Students								
Cohort Size			37	31	22	39	47	62
6-Year Graduation Rate			59%	61%	59%	67%	51%	55%
The Gap			(7%)	(5%)	(14%)	(1%)	(12%)	(10%)
TU Low-income FTFT Students								
Cohort Size			216	279	232	267	344	411
6-Year Graduation Rate			52%	61%	66%	64%	52%	56%
The Gap			(14%)	(5%)	(7%)	(4%)	(11%)	(9%)

¹From 2008-2011, Towson University identified achievement gaps for Low-income and First-Generation First-Time students only. This is the first report for African American, Hispanic and Low-income First-Time Full-time students.

Towson University's six-year graduation rate goal for FTFT African American students is 70% by 2015 and 2020. As of fall 2012, the rate is 59%; while higher than 55% as of fall 2011, it is significantly lower than the 73% for African Americans as of fall 2009. Although, the rate did not meet the USM benchmark, there is a narrowing of the gap.

Towson University's six-year graduation rate goal for FTFT Hispanic students is 68.3% by 2015 and 70% by 2020. As of fall 2012, the rate is 55%; while higher than 51% as of fall 2011, it is lower than the 59% for Hispanics as of fall 2009. Although, the rate did not meet the USM benchmark, there is a narrowing of the gap.

Towson University's six-year graduation rate goal for FTFT Low-income students is 67% by 2015 and 70% by 2020. As of fall 2012, the rate is 56%; while higher than the 52% as of fall 2011, it is significantly lower than the 66% for Hispanics as of fall 2009. Although, the rate did not meet the USM benchmark, there is a narrowing of the gap.

TU: Initiatives to Address the Gap

Towson's achievement gap initiatives include:

- providing academic support through First Year Experience (FYE) Advising Program,
- providing academic intervention for Low-income students through the Strategies for Student Success Program (S3) Course,
- using the Community Enrichment and Enhancement Partnership (CEEP) to offer scholarships for retaining diverse and traditionally under-represented students, and
- pairing peer mentors through the Students Achieve Goals through Education (SAGE) Program to promote academic achievement, personal development, and campus-wide involvement.

UNIVERSITY OF BALTIMORE

Definition of Gap

University of Baltimore (UB) defines the achievement gap as the differences in the six-year graduation rate between African American, Hispanic, and Low-income students as compared to all UB transfer students. The number of Hispanic transfer students is statistically too small to draw conclusions (Table 6).

Trend Data

**Table 6 University of Baltimore
Six-year Graduation Rates: New Transfers
Graduation Rate Gap between African American and Low-income Students
vs. all UB Full-time Transfer Students**

Entering	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
	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
All New UB Full-time Transfer Students							
Cohort Size					343	355	324
6-Yr Grad Count					214	225	213
6-Yr Grad Rate					62%	63%	66%
New UB African American Transfer Students							
Cohort Size					88	89	81
6-Yr Grad Count					41	44	42
6-Yr Grad Rate					47%	49%	52%
The Gap					(15%)	(14%)	(14%)
New UB Low-income Transfer Students							
Cohort Size					113	125	109
6-Yr Grad Count					64	65	61
6-Yr Grad Rate					57%	52%	56%
The Gap					(5%)	(11%)	(10%)

¹Five-year rate is based on transfer students.

UB focused on the transfer graduation gaps between the overall population and the African American students. The goal is to graduate African American transfer students at the campus rates of 63% by 2020. Graduation rates for African American transfers increased over the past few years and the gap has narrowed.

UB: Initiatives to Address the Gap

UB's achievement gap initiatives include:

- expanding Summer Conditional Admit Programs,
- revising exemptions from placement testing in math and writing and redesign of developmental courses,
- restructuring First-Year Program to improve alignment with the General Education Program,
- implementing MHEC Sophomore Retention Grant for student advisement, critical reading improvement strategies, and the expansion of the Professional Development Institute (PDI) career counseling and mentoring, especially for sophomore transfers,
- increasing efforts to obtain grants and awards in support of the student success needs of at-risk students,

- modifying software to UB Early Alert Advising System in 2012 followed by proposed policy revision (Spring 2013) to extend PASS/FAIL and FAILURE TO ATTEND grades to all undergraduate students,
- developing efforts to recruit Hispanic students –the admissions office has developed strong relationships within the Baltimore City high schools and area community colleges to attract both Latino and Asian applicants, including targeted high school visits, increased participation in recruitment events such as the Hispanic College Fair, and civic events such as early college readiness programs at various Jr. and Sr. high schools,
- creating a concierge service for transfer and re-entry students, formerly identified as a center for working adult students,
- developing an enrollment management retention work group to follow up with students who have not registered in a timely fashion, and
- adding a New Student Financial Aid Counselor in the Office of Financial Aid.

UNIVERSITY OF MARYLAND, BALTIMORE

Definition of Gap¹

The University of Maryland, Baltimore defines the achievement gap as the differences in three-year graduation rates in the School of Nursing's BSN program between African American Traditional BSN students and all Traditional BSN students, Hispanic BSN students and all Traditional BSN students, and Low-income (Pell Grant eligible) Traditional BSN students and all Traditional BSN students (Table 7).

Trend Data

**Table 7 University of Maryland, Baltimore
Three-Year Graduation Rates²:
African American, Hispanic, and Low-income Traditional BSN Students
vs.
All Traditional BSN Students**

Entering	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
COMPARATOR STUDENTS: UMB WHITE TRADITIONAL BSN STUDENTS									
Cohort Size	134	186	156	168	144	150	141	132	114
3-Year Grad Rate	86%	86%	93%	94%	94%	88%	89%	81%	84%
UMB African American Traditional BSN Students									
Cohort Size	39	59	41	32	30	32	32	22	14
3-Year Grad Rate	74%	71%	88%	88%	97%	84%	88%	77%	79%
The Gap	(12%)	(15%)	(5%)	(6%)	3%	(4%)	(1%)	(4%)	(5%)
UMB Hispanic Traditional BSN Students									
3-Year Grad Rate	83%	100%	100%	86%	88%	100%	100%	75%	80%
The Gap	(3%)	14%	7%	(8%)	(6%)	12%	11%	(6%)	(4%)

¹ UMB is primarily a graduate and professional institution. 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.

² RN nurses take three years to complete the BSN.

By 2020, the UMB three-year graduation goal is to have African American and Hispanic Traditional BSN students graduate at 84%. All cohorts have significantly decreased their rates of success with African American and Hispanic graduations rates falling faster than their White counterparts. The most recent graduation rate gaps (fall 2009 cohorts) have widened compared to the fall 2006 cohorts.

UMB: Initiatives to Address the Gap

UMB's achievement gap initiatives include:

- offering a one day, pre-entry Student Success Immersion Program,
- offering Guided Study Sessions (GSS) for Pathopharmacology, Adult Health Nursing, Introduction to Professional Nursing Practice, Health Assessment, and Science and Research for Nursing Practice courses,
- providing individualized academic coaching,
- providing private tutoring for most entry-into-practice courses and workshops of skills necessary for success, and
- promoting Student Success Center services to new and current students, so as to increase participation in and early utilization of Center.

UNIVERSITY OF MARYLAND, BALTIMORE COUNTY

Definition of Gap

The University of Maryland, Baltimore County (UMBC) defines its achievement gap as the differences in 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 (Table 8).

Trend Data **Table 8 University of Maryland, Baltimore County**
Six-Year Graduation Rates: African American Transfer Students¹ vs. White Transfer Students²

Entering	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
	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
COMPARATOR STUDENTS: UMBC White Full-time Transfer Students								
Cohort Size	422	452	419	429	423	490	399	389
Six-Year Graduation Rate	60.0%	56.9%	63.0%	60.6%	63.4%	61.6%	64.9%	64.3%
UMBC African American Full-Time, Fall Transfer Students								
Cohort Size	152	163	168	176	157	167	163	152
Six-Year Graduation Rate	44.1%	50.9%	54.2%	48.3%	47.8%	55.1%	43.6%	61.2%
The Gap³	(15.9%)	(6%)	(8.8%)	(12.3%)	(15.6%)	(6.5%)	(21.3%)	(3.1%)
COMPARATOR STUDENTS: UMBC White Male Full-Time, Fall Transfer Students								
Cohort Size	190	220	204	206	228	232	215	196
Six-Year Graduation Rate	61.1%	53.2%	61.8%	60.7%	58.8%	62.9%	61.4%	62.8%
UMBC African American Male Full-time Fall Transfer Students								
Cohort Size	48	58	63	54	63	67	53	62
Six-Year Graduation Rate	33.3%	44.8%	49.2%	44.4%	42.9%	52.2%	41.5%	54.8%
The Gap³	(27.7%)	(8.4%)	(12.6%)	(16.2%)	(15.9%)	(10.7%)	(19.9%)	(8.0%)

¹ Students identified by UMBC as having an achievement Gap

² Students used as the comparison group

³ The Gap = difference between graduation rate of comparison group and graduation rate of gap students presented in percentage points difference

The UMBC's six-year graduation rate goal for all African American Full-time Transfer students is 54.2% by 2015 and 59% by 2020. As of fall 2012, the graduation rate for all African American Full-Time Transfer students is 61.2% compared to 47.8% as of fall 2009.

The six-year graduation rate goal for African American Male Full-Time Transfer students is 54% by 2015 and 59% by 2020. As of fall 2012, the graduation rate for all African American Male Full-Time Transfer students is 54.8% compared to 42.9% as of fall 2009.

UMBC's six-year graduation rate goal is to close the gap between White and African American transfers to have both groups graduate at 62% by 2020. As of 2012, the most recent graduation rates for the fall 2006 cohorts have increased for African American students. Although, the graduation rate gap has narrowed to single digits for African American Male transfer students.

UMBC: Initiatives to Address the Gap:

UMBC's achievement gap initiatives include:

- implementing an academic seminar for transfer students (TRS 201),
- adding Supplemental Instruction (SI) for courses historically difficult for transfer students,

- extending First-Year Intervention (FYI) to include first-year transfer students,
- strengthening Transfer Student Alliance (TSA) to achieve total participation of 134 students,
- improving orientation and advising,
- expanding LRC 101A to include students in academic probation/jeopardy as well as those in suspension/dismissal, and
- receiving a planning grant from the Bill and Melinda Gates Foundation to support the exploration of a broad and encompassing program of support to transfer students.

UNIVERSITY OF MARYLAND, COLLEGE PARK

Definition of Gap

University of Maryland, College Park (UMCP) defines the achievement gap as the differences in six-year graduation rates between African American, Hispanic, and Low-income students compared to all USM students (Table 9).

Trend Data

**Table 9 University of Maryland, College Park
Six-Year Graduation Rates:**

UMCP African American, Hispanic, and Low-income vs. All UMCP FTFT New Students

Entering	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
	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
COMPARATOR STUDENTS: ALL UMCP FTFT New Students								
6-Year Grad Rate	76.5%	79.5%	80.0%	81.8%	81.8%	81.5%	81.9%	82.0%
UMCP African American Students								
Cohort Size	524	474	522	449	517	511	552	590
6-Year Grad Rate	67.6%	70.7%	68.8%	67.9%	70.8%	69.1%	73.4%	74.1
The Gap	(8.9%)	(8.8%)	(11.2%)	(13.9%)	(11.0%)	(12.4%)	(8.5%)	(7.9%)
UMCP Hispanic Students								
Cohort	205	187	211	211	243	220	261	314
6-Year Grad Rate	66.3%	78.6%	71.1%	75.8%	71.0%	75.5%	72.0%	79.0%
The Gap	(10.2%)	(.9%)	(8.9%)	(6.0%)	(10.8%)	(6.0%)	(9.9%)	(3.0%)
UMCP Students with Low Financial Resources								
Cohort Size					1010	974	856	846
6-Year Grad Rate					73.1%	74.3%	76.1%	77.7%
The Gap					(8.7%)	(7.2%)	(5.8%)	(4.3%)

¹Low resources 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.

UMCP has a graduation goal of 82% for students with low financial resources and 81% for African American and Hispanic students by 2020. It should be noted that prior to Fall 2012, no real trajectory was established for Hispanic students. Compared to fall 2008, all groups have made progress towards narrowing the graduation rate gap.

UMCP: Initiatives to Address the Gap

UMCP's achievement gap initiatives include:

- providing Pre-College Programs (Upward Bound, Math/Science Bound and Pre-Transfer Advising),
- providing Academic Support for Targeted Populations (Academic Achievement Program, Male Success Initiative, Office of Multi-ethnic Student Education, Nyumburu Cultural Center, University of Maryland Incentive Awards Program, Success Maryland, Center for Minorities in Science and Engineering), and
- ensuring policies and practices that support all students.

UNIVERSITY OF MARYLAND EASTERN SHORE

Definition of Gap

The University of Maryland Eastern Shore (UMES) defines the achievement gap as the difference in six-year graduation rates between UMES African American students and all USM students (Table 10).

Trend Data

**Table 10 University of Maryland Eastern Shore
Six-year Graduation Rates: African American Students¹ vs. All USM Students²**

Entering	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
	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 2011
COMPARATOR STUDENTS: ALL USM STUDENTS								
6-yr Grad Rate	61%	60%	61%	62%	62%	62%	59%	60%
UMES African American Students								
Cohort Size	465	670	883	734	794	753	867	1005
6-yr Grad Rate	43%	34%	37%	39%	32%	30%	31%	32%
The Gap³	(18%)	(26%)	(24%)	(23%)	(30%)	(32%)	(28%)	(28%)

¹African American students graduating from UMES

²All USM Students graduating from the institution of first-time entry

³The Gap equals the difference between the six-year graduation rate of African American students graduating from UMES and all USM students graduating from the institution of first-time entry.

UMES' six-year graduation rate falls below the USM average. The goal for UMES is to graduate 63% of all students by 2020 with 2015 mid-term goal of 41% for African American students. As of 2012, the graduation rate has decreased and no progress has been made toward closing the achievement gap. It should be noted that year-to-year increases in new cohort class sizes are decreasing graduation rates.

UMES: Initiatives to Address the Gap

UMES' achievement gap initiatives include:

- establishing milestones of success for the identified six-year graduation rate goal,
- broadening the Freshmen Probation Program, which is designed to increase the number of students in the freshman cohort who are in good academic standing after the end of the second semester,
- increasing the quality of the developmental mathematics course by completing course redesign, as well as adding a Supplemental Instruction component,
- continuing to recruit students from the top ten percent of the three local school districts in the STEM areas,
- enhancing the Summer Enrichment Academy for academically under-prepared first-time, full-time fall admits,
- providing training for faculty/staff who provide advising and interact with students during the enrollment process,
- enhancing recruit-back activities for non-returning students and students who do not select courses during registration for the upcoming semester,
- enhancing the process for monitoring, tracking, and providing interventions for students enrolled in developmental mathematics,
- enhancing the centralized process for identifying, monitoring tracking, and providing academic/counseling support for students on probation,
- establishing a profile for first-time, full-time students for each fall cohort,

- establishing a process for identifying academically "at-risk" students and provide interventions,
- continuing to collect and monitor term-to-term persistence/progression data using the fall 2006 persistence/progression data as baseline,
- enhancing learning communities for incoming high-risk first-time, full-time students, and
- establishing a proactive financial aid-training program.

UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE

Definition of Gap

Given the mixed nature of University of Maryland University College's (UMUC) overall student population, UMUC's plan commenced with the 2006 cohort. UMUC defines its starting cohort as comprising all students who meet the following parameters:

- Students who enroll in UMUC for the first time in a given fall term as degree-seeking students pursuing their first bachelor's degree; and
- Students who re-enroll in the Spring following first fall enrollment (to filter out those exploring online education or simply taking courses while waiting to enroll in traditional institutions – in other words, those who may not intend to complete a degree); and
- Students who transfer more than 60 credit hours from previous institutions attended (to account for the nature of the student body and the mission-driven emphasis on community college transfers).

This unique definition initially designated students in these cohorts. Therefore, historic data was not available because student systems (databases) were not configured to capture these data. The starting cohort as defined above serves as the **Comparator Student Group** for the USM Achievement Gap report. The Comparator Student Group is purposely defined to exclude students who enroll in UMUC on a transitory basis with no intention of completing a UMUC degree. Although serving these adult students is part of UMUC's mission, their transitory status is not consistent with the framework and intention of Achievement Gap reporting.

The defined Comparator Student Group will provide the baseline for comparison with African American Hispanic, and Low-income students defined as Pell recipients (Table 11).

Trend Data

**Table 11 University of Maryland University College
African American, Hispanic, and Low-income students vs. all other UMUC students**

Entering	Fall 1999 ¹	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
	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
COMPARATOR STUDENTS: ALL OTHER UMUC STUDENTS								
Cohort Size								1466
6-Year Graduation Rate								52%
UMUC African American Students								
Cohort Size								392
6-Year Graduation Rate								44%
The Gap								(8%)
UMUC Hispanic Students								
Cohort Size								70
6-Year Graduation Rate								46%
The Gap								(6%)
UMUC Low-income Students								
Cohort Size								348
6-Year Graduation Rate								54%
The Gap								2%

UMUC's students differ from other student populations in the USM, because none of them follow the traditional student cohorts across the other ten USM institutions.

Data suggest declines in gaps. However, the UMUC's graduation indicator (10 versus 6 years) is different from other traditional institutions in the USM.

UMUC: Initiatives to Address the Gap

UMUC's achievement gap initiatives include:

- offering UMUC 411 Test-Drive an Online Learning Class (simulated online classroom),
- offering EDCP 100 Principles & Strategies of Successful Learning course for first-in-family and returning adult students,
- modifying academic advising to focus on improving retention and graduation,
- implementing The Allies Mentoring Program to help students with transitioning to UMUC, and
- offering more scholarships (15 different scholarships targeted to students in the defined cohort).

Conclusion

This 2013 Summary of Institutional Achievement Gap Report includes both good and not-so-good news. The good news is that full-time new freshmen who entered USM institutions in fall 2010 have slightly higher retention rates than those who entered in fall 2009. Also, at seven institutions—Salisbury University; Frostburg State University; Towson University; University of Baltimore; University of Maryland, Baltimore; University of Maryland, Baltimore County; and University of Maryland, College Park—the institutional graduation gaps are narrowing or stable.

In addition, the closing the achievement gap initiative has led to productive collaboration and coordination system-wide involving student recruitment and enrollment, academic preparation, college readiness activities, persistence and retention, and financial resources. Institutions are encouraged to share best practices and to be entrepreneurial in finding the support needed to launch and sustain their efforts. For example, several institutions have been able to garner resources to hire additional staff to work on these efforts and to increase need-based financial aid, even in the difficult economy.

While some institutions have made progress in narrowing student achievement gaps and increasing graduation rates, there is still much work to be done to achieve the USM goals of cutting the gaps in half by 2015 and eliminating them by 2020. These goals have focused the institutions on careful analysis of what programs, services, and other activities are having significant impact on closing the existing gaps. USM staff members from Academic Affairs and Institutional Research continue to meet with institutional teams to provide guidance in the development of trajectories, interim goals, and assessment. Institutional reports and the annual summary report to the Board of Regents will continue to provide data-driven information that is descriptive and analytical, with stated intermediate goals related to the overarching goal, and a summary assessment of the impact of each initiative on the retention and graduation of targeted student subgroups.

Finally, during the course of the next year, efforts will be initiated to address the following areas referenced by the Chancellor at the close of the 2013 USM Symposium on Student Success Revisited. Through a collaborative process the USM will determine how to:

- find a better system of incentives and rewards for this effort,
- know more fully what the data show that is working to close the gap in our institutions,
- identify data-based best practices,
- define complimentary metrics to address, for example, issues related to transfer students, and
- summarize data-based big ideas and best practices around closing the achievement gap and vet and circulate those ideas among institutions.