



TOPIC: 2013-2014 Summary of Institutional Achievement Gap Reports

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: September 4, 2014

SUMMARY: In 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, the USM hosted a state-wide 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 William Kirwan asked the USM's 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 and eliminating the achievement gap.

This 2013-2014 summary report continues the focus 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 attached and available on the USM website.

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: Information Only

DATE: September 4, 2014

BOARD ACTION:

DATE:

SUBMITTED BY: Joann Boughman

301-445-1992

jboughman@usmd.edu



**2013 - 2014 Summary
of
Institutional Achievement Gap Reports
to the
Board of Regents**

September 4, 2014

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2013-2014 Summary of Institutional Achievement Gap Reports

INTRODUCTION

The University System of Maryland (USM) Closing the Achievement Gap (CAG) Initiative addresses the threat posed by the state's 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% 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 state-wide 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 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 given 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 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 needs-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 report 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 on 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 also encouraged to continue their efforts with groups they had previously identified as having retention and graduation gaps. The Education Policy and Student Life Committee will receive annual updates on progress in addressing the achievement gap for these groups. Each institution's report is available for review on the USM website.

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.

This summary reflects a fuller delineation of year-to-year retention rates for each institution. It also includes an indication of the adjustments, if any, each institution has made to programmatic initiatives to strengthen their efforts to retain and graduate students to meet the 2015 goal of cutting the identified achievement gaps in half. A summary of institutional trends follows.

Summary of Institutional Trends

In 2012, the Closing the Achievement Gap initiative was revised to reflect the system-wide achievement gap. Originally, institutions were directed to close internal campus achievement gaps between higher achieving students and lower achieving student groups. However, the issue at the system level was the overall new freshmen graduation gaps would not be closed until lower performing institutions increased graduation rates to match the system-wide averages. For example, an institution with a 35% graduation rate, even if all subgroups are equal, will not improve the system-wide graduation rate leaving a system-wide achievement gap. Therefore, underperforming institutions, defined as having a new freshmen graduation rate below the USM average, were directed to improve overall success rates for all subgroups to the USM average. For institutions at or above the USM average, achievement gaps should be addressed with efforts to raise student achievement for all subgroups to the university campus average.

The revised goal was still expected to achieve results on the same timeline. By 2015, it was expected that the gaps would be cut in half. By 2020, it was expected that the gaps would be eliminated. The students that will graduate in FY 2015 were admitted as part of the fall 2009 new freshmen cohort. Most of these students have graduated or dropped out. Fall 2014 and spring 2015 are the final semesters to recruit near completers and graduate any continuing sixth year returning students. The FY 2020 class was admitted, and their first semester is this fall 2014. USM institutions will be closely monitoring and intervening for the next six years to make the fall 2014 entering class successful.

This summary divides the CAG efforts of the institutions into three groups. The first group is the institutions below the USM average—Bowie, Coppin, Frostburg, University of Baltimore, and University of Maryland Eastern Shore. The second group is the institutions at or above the USM average—Salisbury, Towson, UMBC, and UMCP. The final group is the institutions without large full-time new freshmen classes—UMUC and UMB.

Institutions Closing the Freshmen Graduation Gap with System Averages

Bowie State University—The gap has increased. Overall graduation rates have declined in the past five years.

FY 2015 Outlook—The fall 2009 cohort has some higher retention rates than recent cohorts. Looking back to the retention and graduation rates when this initiative began, Bowie will not likely improve graduation rates above their starting point of 40%, and the gap is not likely to be cut in half.

Coppin State University—Graduation rates are at an all-time low of 13%. Overall, graduation and retention rates declined.

FY 2015 Outlook—The fall 2009 cohort's retention rates are not markedly different than the most recent cohort with a graduation rate of 13%. Coppin will likely not make progress towards closing the achievement gap with the USM average. The gap is not likely to be cut in half.

Frostburg State University—Graduations rates declined slightly since beginning the CAG initiative but nearly returned to the starting point with the most recent graduating class.

FY 2015 Outlook—The fall 2009 cohort has retention rates similar to that of the fall 2003 cohort (49%). However, fifth year retention is higher, so there is a chance that Frostburg will have a higher graduation rate and make some progress toward closing the gap in 2015.

University of Baltimore—The first graduation rate data for the first freshmen class was 36% with slightly higher rates for low-income students and slightly lower rates for African-Americans. UB is below USM averages and will work to close the gap.

FY 2015 Outlook—The fall 2009 cohort is the third class admitted to UB. Currently, the retention rates of the class are noticeably higher for the fifth year although the fourth-year graduation rate is much lower. Due to the higher retention, there is a chance that the graduation rates will improve, and UB will make progress toward closing the achievement gap compared to the USM overall graduation rate.

University of Maryland Eastern Shore—Graduation rates have been relatively stable for the past five years and came in at 32% in FY 2013. Retention rates are also stable.

FY 2015 Outlook—The fall 2009 cohort's retention rates are very similar to the other cohorts that produced a 32% graduation rates. It is not likely that UMES will improve graduation rates and make progress towards closing the achievement gap.

Institutions Closing Campus Graduation Gaps.

Salisbury University—Currently, low-income students (66%) at Salisbury graduate at the same rates as the overall campus (66%). Last year, African-Americans achieved at similar rates (66%), but most recently, the gap reemerged (53%). Recently, Hispanic student success has declined to 45%.

FY 2015 Outlook—The fall 2009 cohort has strong retention rates as well as higher than average 4-year graduation rates. Salisbury is in a very good position to keep the gap closed with low-income students and makes significant progress with Hispanic and African-American students.

Towson University—Overall, the campus graduation rates are down from a high of 70% for the 2003 cohort; the graduation rate for the 2007 cohort was 64%. Hispanic students graduate above the campus average at 69%. African-American students once graduated above the campus average; now their graduation rate is 5 points below at 59%. Low-Income students are 10 points below at 54%.

FY 2015 Outlook—The fall 2009 cohort offers high probability of success. The four-year graduation rate is tied with a 15-year-high (42%) and retention rates are strong with Hispanic students leading the way. African-American 4-year graduation rates (34%) are lower, but retention in the fifth year is much higher than the campus average. Towson is highly likely to cut gaps in half in 2015.

University of Maryland, Baltimore County—Most recently, UMBC reported similar achievement for all groups compared to their campus rate of 62%. However, there was no achievement gap reported for African-American (63%) and low-income (62%). Currently, the only gap is with Hispanic students (57%).

FY 2015 Outlook—The fall 2009 4-year graduation rates are strong, and retention is higher for African-Americans, Hispanic, and lower-income students compared to the overall campus averages. UMBC is highly likely to cut all achievement gaps in half for FY 2015.

University of Maryland, College Park—Student success at UMCP has increased for all subgroups as well as the overall campus. When the initiative began, the gap between African-American students and the campus was 13%, and most recently, that gap decreased to 7%. Hispanic students and low-income students also improved over the past five years.

FY 2015 Outlook—The fall 2009 cohort is poised to be the best graduating class in UMCP's history. The 4-year graduation rates are already historic highs for the campus as well as African-American students. Retention rates are also at historic highs. UMCP is highly likely to decrease all achievement gaps in half, if not entirely close the gaps for the fall 2009 cohort.

Institutions Without Freshmen Cohorts Closing Achievement Gaps

University of Maryland, Baltimore—The undergraduates at UMB are the transfers into the School of Nursing. UMB nursing students have some of the best bachelor degree attainment rates of any undergraduate population at USM. Most recently, the 3-year graduation rates reported were 90%. One hundred percent of the African-American students and Hispanic students graduated. No achievement gap was reported.

University of Maryland University College—Undergraduate students at UMUC are much more likely to attend part-time and make progress toward a degree on a slower pace. UMUC monitors the success of a subset of degree-seeking students over a 7-year time frame. Currently, graduation rates of African-American undergraduate students (56%) are below the comparator group (62%). Hispanic students are achieving the same rate of success. Low-Income students (63%) are slightly better.

FY 2015 Outlook—The retention data provided by UMUC suggest that the fall 2008 cohort will have better 7-year graduation rates. Retention for African-Americans has improved. Hispanic and low-income students are retained at higher rates than campus averages. It is high likely that UMUC will have cut the African-American gap in half and continue to have no achievement gaps for the Hispanic and low-income populations.

SUMMARIES OF REPORTS FROM INSTITUTIONS

BOWIE STATE UNIVERSITY

Definition of Gap

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

Trend Data

Table 1: Bowie State University

Bowie State University (BSU)	Six-Year Graduation and Retention Rates at Institutions of First-Entry												
	Fall Cohort First-Time Full Time	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
	6-Year Graduation	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
	USM 6-Year Graduation Rate	62	62	62	59	60	62						
BSU's Total	6-Year Graduation Rate	40	40	38	41	35	35						
	2 nd Year Retention	70	73	77	81	71	69	69	71	75	71	71	
	3 rd Year Retention	60	60	60	56	54	57	54	59	57	57		
	4 th Year Retention	55	51	53	45	49	47	47	53	50			
	5 th Year Retention	34	35	47	30	36	34	34	40				
BSU's African American Students	6-Year Graduation Rate	41	40	37	40	35	35						
	The Gap	21	22	25	19	25	27						
	2 nd Year Retention	71	74	78	72	72	70	70	71	75	72	71	
	3 rd Year Retention	61	62	61	56	54	57	54	59	58	57		
	4 th Year Retention	56	52	53	45	49	47	48	53	51			
5 th Year Retention	35	36	39	32	36	34	34	43					
BSU's Hispanic Students	6-Year Graduation Rate	NA N<5	23 N=13	33 N=9	36 N=14	25 N=16	36 N=14	N=18	N=19	N=15	N=17	N=19	
	The Gap		39	29	23	35	26						
	2 nd Year Retention		46	67	57	63	71	78	74	67	76		
	3 rd Year Retention		38	56	64	50	36	50	68	47	59		
	4 th Year Retention		31	56	36	50	50	39	58	27			
5 th Year Retention		31	44	21	25	36	30	47					
BSU's Low-income (Pell) Students	6-Year Graduation Rate	39	47	35	44	35	35						
	The Gap	23	15	26	19	25	27						
	2 nd Year Retention	70	77	79	72	72	69	65	75	75	65	71	
	3 rd Year Retention	63	66	63	57	53	56	49	57	57	57		
	4 th Year Retention	62	56	53	45	49	46	45	51	47			
5 th Year Retention	42	43	41	28	37	34	29	37					

BSU: Initiatives to Address the Gap

BSU's achievement gap initiatives include:

- offering a 4–week summer residential academic “jump start” program (Bulldog Academy) for first-time freshman: (At the end of AY 2012-2013, 76% [19 of 25] students had a cumulative GPA of 2.0 or higher.);
- offering the Emerging Learners Program (ELP) for second semester freshmen;
- expanding the number of students in the KEEP program to assist freshmen and transfer students on academic warning: (At end of AY 2012-2013, 9 of 71 students were making satisfactory progress; 8 were not making satisfactory progress, and 54 were no longer enrolled.);
- using an early intervention system, STARFISH, to advise more than 800 students with academic deficiencies;
- expanding Disability Support Services (DSS) to serve more students;
- using four newly-hired retention coordinators to develop and implement the Rebound Program to identify upper division undergraduates on academic warning and probation: (In AY 2012-2013, 28 of 33 students who participated had satisfactory academic status after intervention.);
- increasing funding by 11% for need-based and academic scholarships;
- providing, through the Center for Teaching and Learning, faculty development workshops and training for new Blackboard Learn learning managements system and SMARTTHINKING 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 as the differences:

- in six-year graduation and retention rates between African American First-Time Full-Time (FTFT) degree-seeking freshmen at CSU and African Americans at other USM institutions;
- in six-year graduation and retention rates between African American FTFT degree-seeking freshmen at CSU and African American First-Time Full-Time degree-seeking freshmen within the University System of Maryland's Historically Black Institutions (HBIs); and
- in six-year graduation and retention rates between CSU FTFT low-income students and USM FTFT low-income students.

Trend Data

Table 2: Coppin State University

Coppin State University (CSU)	Six-Year Graduation and Retention Rates at Institutions of First-Entry												
	Fall Cohort First-Time Full Time	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
	6-Year Graduation	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
	USM 6-Year Graduation Rate	37	39	40	41	43	43						
CSU's Total	6-Year Graduation Rate	16	13	15	15	16	13						
	2 nd Year Retention	69	65	63	63	60	58	62	61	64	64	60	
	3 rd Year Retention	48	49	43	39	42	37	42	44	40	45		
	4 th Year Retention	37	36	35	32	34	32	35	35	31			
	5 th Year Retention	26	25	27	21	24	24	25	23				
CSU's African American Students	6-Year Graduation Rate	16	13	15	15	16	12						
	The Gap	21	26	25	26	27	31						
	2 nd Year Retention	69	66	64	63	60	58	62	60	67	63	58	
	3 rd Year Retention	49	49	44	39	44	35	42	43	42	44		
	4 th Year Retention	38	37	35	32	36	31	35	33	33			
CSU's Hispanic Students <i>(Small numbers of students)</i>	6-Year Graduation Rate	NA	NA	20	0	50	0						
	The Gap												
	2 nd Year Retention			-	0	100	50	40	50	60	83	78	
	3 rd Year Retention			-	0	50	50	40	50	20	67		
	4 th Year Retention			-	0	0	50	40	50	20			
CSU's Low-income (Pell) Students	6-Year Graduation Rate	NA	NA	18	16	18	14						
	The Gap			22	25	25	29						
	2 nd Year Retention			71	71	70	65	72	69	72	68	61	
	3 rd Year Retention			49	45	51	40	50	50	45	45		
	4 th Year Retention			40	37	41	33	41	38	35			
	5 th Year Retention			32	24	30	25	29	25				

CSU: Initiatives to Address the Gap

CSU's achievement gap initiatives include:

- Ninety-seven percent of the 110 participants completed the 2013 Summer Academic Success Academy (SASA);
- Over 100 SASA completers enrolled with credit toward General Education courses; and
- The Freshmen Male Initiative (FMI) - a learning community to support academic endeavors of males.

FROSTBURG STATE UNIVERSITY

Definition of Gap

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

Trend Data

Table 3: Frostburg State University

Frostburg State University (FSU)	Six-Year Graduation and Retention Rates at Institutions of First-Entry												
	Fall Cohort First-Time Full Time	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
	6-Year Graduation	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
	USM 6-Year Graduation Rate	62	62	62	59	60	62						
FSU's Total	6-Year Graduation Rate	48	49	48	45	44	47						
	2 nd Year Retention	70	74	70	72	68	74	72	74	71	72	77	
	3 rd Year Retention	59	61	58	57	56	60	59	61	60	60		
	4 th Year Retention	54	54	55	54	52	54	54	57	54			
	5 th Year Retention	26	29	30	30	29	27	30	31				
FSU's African American Students	6-Year Graduation Rate	40	45	42	43	41	44						
	The Gap	22	17	20	16	19	18						
	2 nd Year Retention	66	78	73	76	74	78	72	73	71	77	80	
	3 rd Year Retention	53	64	63	56	56	60	58	60	56	64		
	4 th Year Retention	47	55	58	54	52	52	53	57	49			
5 th Year Retention	27	28	41	35	36	33	35	37					
FSU's Hispanic Students	6-Year Graduation Rate	35	35	21	28	35	49						
	The Gap	27	27	41	31	25	13						
	2 nd Year Retention	50	91	53	62	65	75	72	68	66	62	65	
	3 rd Year Retention	45	59	26	47	46	57	53	57	48	52		
	4 th Year Retention	45	50	26	50	46	54	50	52	46			
5 th Year Retention	1	32	0	30	27	26	34	31					
FSU's Low-income (Pell) Students	6-Year Graduation Rate	45	51	44	41	42	44						
	The Gap	17	11	18	18	18	18						
	2 nd Year Retention	72	77	70	72	68	74	75	75	71	70	80	
	3 rd Year Retention	60	64	59	55	57	59	58	62	60	60		
	4 th Year Retention	54	58	53	51	53	54	53	56	52			
5 th Year Retention	26	30	35	32	33	35	34	34					

FSU: Initiatives to Address the Gap

Frostburg's achievement gap initiatives include:

- using a MHEC Near-Completers grant of \$60,000 to re-enroll 19 of 37 student stop-outs with more than 90 credit hours;
- surveying non-registered students for upcoming semesters to assist with re-enrollment;
- providing academic enrichment and social connections through an Academic Enrichment Series to better connect students with faculty and staff;
- improving the persistence rates of Pell-Awarded, academically at-risk freshman and sophomore male students through a \$31,324 grant from the Maryland College Access Challenge grant;
- expanding use of MyMathLab software in developmental math DVMT095 introductory algebra;
- completing a comprehensive review of First Year Experience using analysis of retention rates and academic performance by sections;
- creating a new Advising Center to provide a comprehensive system of individualized advising and intervention;
- implementing fully the Beacon program, an online early alert system for at-risk students that is part of the Campus Labs software; and
- increasing financial support for low-income students.

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 and second-year retention rates for African American and Hispanic (Table 4).

Trend Data

Table 4: Salisbury University

Salisbury University (SU)	Six-Year Graduation and Retention Rates at Institutions of First-Entry												
	Fall Cohort First-Time Full Time	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
	6-Year Graduation	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
	USM 6-Year Graduation Rate (SU is above USM Average)	62	62	62	59	60	62						
SU's Total	6-Year Graduation Rate	69	66	70	67	67	67						
	2 nd Year Retention	80	83	83	81	81	83	80	81	83	84	81	
	3 rd Year Retention	73	75	74	73	74	73	73	73	74	77		
	4 th Year Retention	71	70	70	69	70	69	69	69	72			
	5 th Year Retention	23	23	24	22	20	21	22	22	20			
SU's African American Students	6-Year Graduation Rate	57	62	53	60	66	54						
	The Gap	-12	-4	-17	-7	-1	-13						
	2 nd Year Retention	75	83	80	83	86	76	78	82	84	81	83	
	3 rd Year Retention	74	75	65	66	77	64	64	69	73	70		
	4 th Year Retention	64	73	57	66	74	62	60	65	74			
	5 th Year Retention	37	39	31	35	34	23	23	24				
SU's Hispanic Students	6-Year Graduation Rate	74	64	70	60	43	45						
	The Gap	+5	-2	0	-7	-24	-22						
	2 nd Year Retention	83	82	91	80	63	72	70	80	90	85	75	
	3 rd Year Retention	75	82	74	72	50	62	68	65	72	67		
	4 th Year Retention	75	67	78	68	50	55	60	65	79			
	5 th Year Retention	46	18	30	36	17	21	25	27				
SU's Low-income (Pell) Students	6-Year Graduation Rate	54	59	63	62	62	64						
	The Gap	-15	-7	-7	-5	-5	-3						
	2 nd Year Retention	71	81	79	85	78	82	78	81	79	77	79	
	3 rd Year Retention	Not Available	69	71	70	70	71	67	74	71	69		
	4 th Year Retention	Not Available	63	65	67	67	65	64	69	67			
	5 th Year Retention	Not Available	33	33	30	24	24	24	28				

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 (CSA) who 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 of supplemental instruction (SI) such that participants in five or more sessions had higher first-year grades (3.11 vs. 2.95) than those not participating in LLCs.

TOWSON UNIVERSITY

Definition of Gap

Towson University defines its achievement gap as the differences between second-year retention and six-year graduation rates of its First-Time Full-Time African American, Hispanic, and low-income students compared to all TU students and/or all USM Students (Table 5).

Trend Data

Table 5: Towson University

Towson University (TU)	Six-Year Graduation and Retention Rates at Institutions of First-Entry												
	Fall Cohort First-Time Full Time	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
	6-Year Graduation	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
	USM 6-Year Graduation Rate	62	62	62	59	60	62						
Towson's Total	6-Year Graduation Rate	66	73	68	63	65	65	NA	NA	NA	NA	NA	NA
	2 nd Year Retention	84	86	83	80	82	82	83	85	84	85	86	
	3 rd Year Retention	76	81	77	73	75	74	77	78	78	79		
	4 th Year Retention	72	78	73	69	71	71	74	75	74			
	5 th Year Retention	31	29	31	28	29	29	29	28				
Towson's African American Students	6-Year Graduation Rate	69	73	73	55	59	60						
	The Gap	-2	-1	-5	9	6	5						
	2 nd Year Retention	92	90	90	85	85	85	88	84	85	91	92	
	3 rd Year Retention	81	88	83	74	77	75	82	79	79	70		
	4 th Year Retention	77	85	82	68	69	69	79	75	73			
5 th Year Retention	37	43	41	40	40	37	39	38					
Towson's Hispanic Students	6-Year Graduation Rate	61	59	67	51	55	69						
	The Gap	5	13	1	12	11	-4						
	2 nd Year Retention	84	86	82	74	77	82	81	88	78	88	83	
	3 rd Year Retention	77	73	79	66	73	78	74	81	71	81		
	4 th Year Retention	77	73	72	57	69	76	75	79	69			
5 th Year Retention	42	23	38	19	35	35	32	31					
Towson's Low-income (Pell) Students	6-Year Graduation Rate	61	66	64	52	56	54						
	The Gap	5	6	4	11	9	11						
	2 nd Year Retention	86	84	84	81	81	81	86	84	86	85	86	
	3 rd Year Retention	76	78	76	69	71	69	79	77	77	79		
	4 th Year Retention	72	75	73	62	64	64	73	72	73			
5 th Year Retention	34	39	42	34	35	35	34	37					

TU: Initiatives to Address the Gap

Towson's achievement gap initiatives include:

- providing academic support for first-time freshmen through the 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;
- pairing peer mentors through the Students Achieve Goals through Education (SAGE) Program to promote academic achievement, personal development, and campus-wide involvement; and
- providing support through Towson Opportunities in STEM (TOPS) Program.

UNIVERSITY OF BALTIMORE

Definition of Gap

University of Baltimore (UB) defines the achievement gap as the difference in six-year graduation rates between African American, Hispanic, and low-income students as compared to all UB transfer students.

Trend Data

Table 6: University of Baltimore

University of Baltimore (UB)	Six-Year Graduation and Retention Rates at Institutions of First-Entry												
	Fall Cohort First-Time Full Time	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
	6-Year Graduation	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
	USM 6-Year Graduation Rate						62						
UB's Total	6-Year Graduation Rate						32						
	2 nd Year Retention						69	82	77	78	73	67	
	3 rd Year Retention						55	64	55	55			
	4 th Year Retention						50	56	48	55			
	5 th Year Retention						20	37	35				
UB's African American Students	6-Year Graduation Rate						31						
	The Gap						31						
	2 nd Year Retention						77	74	77	79	75	71	
	3 rd Year Retention						65	47	54	57	53		
	4 th Year Retention						54	45	48	56			
5 th Year Retention						27	35	38					
UB's Hispanic Students	6-Year Graduation Rate						25						
	The Gap						37						
	2 nd Year Retention						25	67	100	80	75	63	
	3 rd Year Retention						25	50	75	40	75		
	4 th Year Retention						25	50	75	40			
5 th Year Retention						0	17	50					
UB's Low-income (Pell) Students	6-Year Graduation Rate						41						
	The Gap						21						
	2 nd Year Retention						89	78	80	82	70	68	
	3 rd Year Retention						70	57	56	58	58		
	4 th Year Retention						57	54	46	57			
5 th Year Retention						24	37	36					

UB: Initiatives to Address the Gap

UB's achievement gap initiatives include:

- restructuring foundational courses including placement process and learning support;
- restructuring the General Education Program;
- expanding mid-term grade reporting as a form of early alert for all undergraduate courses for first-time and transfer students;
- hiring a special assistant to the president on student success initiatives to work with deans;
- creating the Enrollment Collaboration and Implementation Team to overcome barriers to student persistence;
- continuing course redesign; and
- adding senior capstone projects.

UNIVERSITY OF MARYLAND, BALTIMORE

Definition of Gap

The University of Maryland, Baltimore defines the achievement gap as the difference in retention and 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). *The extremely small number of low-income students and absence of an achievement gap based on income limit the usefulness of including this category*.*

Trend Data

Table 7: University of Maryland, Baltimore

University of Maryland Baltimore (UMB)	Six-Year Graduation and Retention Rates at Institutions of First-Entry												
	Fall Cohort First-Time Full Time	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
	3-Year Graduation	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
UMB's Total	3-Year Graduation Rate				94	88	89	89	89	95	90		
	2 nd Year Retention												
UMB's African American Students	3-Year Graduation Rate				96	84	88	82	79	75	100		
	The Gap				-2	4	2	7	10	20	-10		
	2 nd Year Retention												
UMB's Hispanic Students	3-Year Graduation Rate				88	100	100	88	80	100	100		
	The Gap				7	-12	-11	2	9	-5	-10		
	2 nd Year Retention												
UMB's Low-income (Pell) Students	3-Year Graduation Rate	*Extremely small number of low-income and absence of achievement gap											
	The Gap	Not applicable											
	2 nd Year Retention												

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: (Students attending GSS had an average 99% progression rate to their second semester compared to a 86% progression rates for students who did not attend. 100 % of students attending GSS for Pathopharmacology graduated within three years, while only 83% of those who did not attend graduated in this timeframe.);
- 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 the 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

University of Maryland Baltimore County (UMBC)	Six-Year Graduation and Retention Rates at Institutions of First-Entry												
	Fall Cohort First-Time Full Time	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
	6-Year Graduation	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
	USM 6-Year Graduation Rate	62	62	62	59	60	62						
UMBC's Total	6-Year Graduation Rate	58.7	59.6	56.9	55.6	60.7	63.3						
	2 nd Year Retention	82.3	82.7	81.7	82.6	84.6	87.4	85.2	84.4	84.6	85.1	87.3	
	3 rd Year Retention	71.8	71.4	69.4	68.7	72.7	76.2	72.7	74.0	75.6	73.7		
	4 th Year Retention	65.3	67.4	64.1	63.1	68.2	70.6	68.7	70.2	70.4			
	5 th Year Retention	32	30	27	28	29	31	31	29				
UMBC's African American Students	6-Year Graduation Rate	58.0	66.0	59.5	61.5	62.7	64.8						
	The Gap	4.0	-4	2.5	-2.5	-2.7	-2.8						
	2 nd Year Retention	86.6	89.7	87.8	91.6	91.6	91.0	87.1	90.2	84.7	86.5	93.3	
	3 rd Year Retention	75.6	80.1	74.8	77.6	82.5	80.4	72.7	78.2	76.2	78.2		
	4 th Year Retention	68.1	75.0	69.5	72.7	77.1	76.4	73.7	78.2	73.5			
UMBC's Hispanic Students	6-Year Graduation Rate	74.1	57.4	60.5	61.9	45.5	57.1						
	The Gap	-12.1	4.6	1.5	-2.9	14.5	4.9						
	2 nd Year Retention	85.2	83.0	81.6	83.3	72.7	83.3	76.7	93.7	79.4	80.4	82.9	
	3 rd Year Retention	77.8	72.3	76.3	66.7	61.4	73.8	60.0	65.3	66.7	64.7		
	4 th Year Retention	77.8	66.0	73.7	57.1	56.8	71.4	61.7	57.1	65.1			
UMBC's Low-income (Pell) Students	6-Year Graduation Rate	51.4	56.2	45	46	58	62						
	The Gap	10.6	5.8	17	13	2	0						
	2 nd Year Retention	79.7	84.1	77.0	76.3	88.3	87.3	81.3	84.6	85.9	82.0	87.3	
	3 rd Year Retention	68.4	70.9	63.2	65.7	73.3	77.8	66.4	75.7	76.4	72.4		
	4 th Year Retention	58.5	67.4	55.4	58.1	68.0	72.4	63.5	69.7	72.8			
	5 th Year Retention			26	29	34	38	34	37				

UMBC: Initiatives to Address the Gap

UMBC's achievement gap initiatives include:

- implementing an academic seminar for transfer students (TRS 201); the one-semester and one-year retention rates for transfer students who enrolled in TRS are higher than for the overall transfer student population;
- adding Supplemental Instruction (SI) for courses historically difficult for transfer students (73% of participating transfer students earned an A, B, or C in their course compared to 57% of those who did not participate in SI);
- 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 difference 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

University of Maryland College Park (UMCP)	Six-Year Graduation and Retention Rates at Institutions of First-Entry												
	Fall Cohort First-Time Full Time	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
	6-Year Graduation	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
	USM 6-Year Graduation Rate	62	62	62	59	60	62						
UMCP's Total	6-Year Graduation Rate				81.9	82.1	84.1						
	2 nd Year Retention				87.2	87.7	89.1	89.6	91.7	90.7	93.9	94.7	
	3 rd Year Retention				83.8	84.4	85.5	86.3	87.9	87.8			
	4 th Year Retention				17.0	20.3	19.3	18.9	18.4				
	5 th Year Retention				2.7	4.0	3.1	3.4					
UMCP's African American Students	6-Year Graduation Rate				73.4	74.2	78.0						
	The Gap				8.5	7.9	6.1						
	2 nd Year Retention				82.1	83.1	86.2	85.4	90.7	87.8	90.7		
	3 rd Year Retention				77.9	79.8	84.1	80.5	85.6	86.6			
	4 th Year Retention				27.0	28.6	32.5	28.8	30.8				
UMCP's Hispanic Students	6-Year Graduation Rate				72.0	79.0	77.7						
	The Gap				9.9	3.1	6.4						
	2 nd Year Retention				80.1	84.4	85.8	89.0	89.5	87.8	88.3		
	3 rd Year Retention				75.9	81.2	83.0	83.4	85.1	86.4			
	4 th Year Retention				28.4	25.5	24.2	28.3	27.6				
UMCP's Low-income (Pell) Students	6-Year Graduation Rate				76.1	77.8	77.5						
	The Gap				5.8	4.3	6.6						
	2 nd Year Retention				84.8	85.1	86.3	88.6	91.3	89.8	89.1		
	3 rd Year Retention				80.7	80.7	81.3	83.5	85.8	87.0			
	4 th Year Retention				24.2	24.6	28.1	27.6	26.6				
	5 th Year Retention				5.1	4.6	5.6	5.5					

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 toward 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 through the Academic Achievement Program, Male Success Initiative, Office of Multi-Ethnic Student Education, Nyumburu Cultural Center, University of Maryland Incentive Awards Program, Success Maryland, and 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 First-Time, Full-Time African American students and all USM students (Table 10).

Trend Data

Table 10 University of Maryland Eastern Shore

University of Maryland Eastern Shore (UMES)	Six-Year Graduation and Retention Rates at Institutions of First-Entry												
	Fall Cohort First-Time Full Time	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
	6-Year Graduation	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
	USM 6-Year Graduation Rate	62	62	62	59	60	62						
UMES' Total	6-Year Graduation Rate	38	32	32	31	32	32						
	2 nd Year Retention	70	67	64	65	65	66	70	65	68	69	68	
	3 rd Year Retention	51	48	49	46	47	48	52	51	54	55		
	4 th Year Retention	43	39	42	41	43	44	47	45	47			
	5 th Year Retention	21	21	21	23	26	28	24	27				
UMES' African American Students	6-Year Graduation Rate	39	32	30	31	32	32						
	The Gap	23	30	32	28	28	30						
	2 nd Year Retention	71	68	64	66	66	66	71	66	69	69	67	
	3 rd Year Retention	53	50	49	47	46	48	53	52	55	56		
	5 th Year Retention	21	22	21	23	26	28	24	27				
UMES' Hispanic Students <i>(Small number of Hispanic students)</i>	6-Year Graduation Rate	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
	The Gap												
	2 nd Year Retention												
	3 rd Year Retention												
	5 th Year Retention												
UMES' Low-income (Pell) Students	6-Year Graduation Rate	37	30	32	28	31	29						
	The Gap	25	32	30	31	29	33						
	2 nd Year Retention	66	67	66	64	67	69	72	65	66	69	66	
	3 rd Year Retention	48	46	53	46	46	49	54	49	54	54		
	5 th Year Retention	22	23	24	21	26	30	24	26				

UMES: Initiatives to Address the Gap

UMES' achievement gap initiatives include:

- strengthening the academic profile of incoming fall cohorts;
- implementing an online degree audit system to decrease time-to-degree completion;
- implementing a university mentoring program;
- focusing on the redesigning of introductory level courses;
- expanding recruit-back efforts to be more intrusive and proactive;
- strengthening academic support for students in developmental mathematics; and
- implementing the "Bachelors in 4" initiative, focusing on registering students in a minimum of 15 credit hours per semester.

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
Retention Rates, Seven-Years or Less*
Gap Student Groups vs. Comparator Student Group**

		Entering Year						
		Fall 2006 7-Year Rate	Fall 2007 7-Year Rate	Fall 2008 7-Year Rate	Fall 2009 7-Year Rate	Fall 2010 7-Year Rate	Fall 2011 7-Year Rate	Fall 2012 7-Year Rate
Comparator Students	Cohort Size	1,515	1,452	1,469	1,616	1,706	1,092	1,726
	Retention Rate as of Fall 2013	62%	64%	66%	66%	71%	77%	100%
African American Students	Cohort Size	402	367	404	431	242	504	450
	Retention Rate as of 2013	56%	58%	62%	61%	64%	73%	100%
Comparator Students	Retention Rate as of Fall 2013	62%	64%	66%	66%	71%	77%	100%
The Gap		6%	6%	4%	5%	7%	4%	0%
Hispanic Students	Cohort Size	71	69	79	113	104	167	146
	Retention Rate as of Fall 2013	62%	67%	71%	63%	74%	77%	100%
Comparator Students	Retention Rate as of Fall 2013	62%	64%	66%	66%	71%	77%	100%
The Gap		0%	-3% Favoring Hispanic students	-5% Favoring Hispanic students	3%	-3% Favoring Hispanic students	0%	0%
Low-income Students Pell	Cohort Size	368	374	467	502	597	666	601
	Retention Rate as of Fall 2013	63%	65%	69%	69%	70%	77%	100%
Comparator Students	Retention Rate as of Fall 2013	62%	64%	66%	66%	71%	77%	100%
The Gap		-1% Favoring Pell recipients	-1% Favoring Pell recipients	-3% Favoring Pell recipients	-3% Favoring Pell recipients	1%	0%	0%
Comparator Students -Males	Cohort Size	592	582	596	696	775	907	859
	Retention Rate as of Fall 2013	61%	64%	67%	63%	71%	77%	100%
Comparator Students -Females	Cohort Size	887	834	847	896	900	968	835
	Retention Rate as of Fall 2013	62%	64%	66%	68%	70%	76%	100%
The Gap		1% Favoring Females	0%	1% Favoring Males	5% Favoring Females	1% Favoring Males	1% Favoring Males	0%

*Retention rates shown represent all students who have been retained or graduated for each cohort up to the present time: for the Fall 2006 cohort: seven-year rate; for the Fall 2007 cohort: six-year rate; for the Fall 2008 cohort: for five-year rate; for the Fall 2009 cohort: four-year rate; for the Fall 2010 cohort: three-year rate; for the Fall 2011 cohort: two-year rate; and for the Fall 2012 cohort, one-year rate. The end parameter will be ten-year rates, but those rates will not be available until 2017; therefore, the rates above are provided in the interim.

**Table 12: University of Maryland University College
Graduation Rates, Seven-Years or Less*
Gap Student Groups vs. Comparator Student Group**

		Entering Year						
		Fall 2006 7-Year Rate	Fall 2007 6-Year Rate	Fall 2008 5-Year Rate	Fall 2009 4-Year Rate	Fall 2010 3-Year Rate	Fall 2011 2-Year Rate	Fall 2012 1-Year Rate
Comparator Students	Cohort Size	1,515	1,452	1,469	1,616	1,706	1,092	1,726
	Graduation Rate as of Fall 2013	54%	54%	53%	46%	38%	25%	3%
African American Students	Cohort Size	402	367	404	431	242	504	450
	Graduation Rate as of Fall 2013	46%	46%	49%	39%	33%	16%	2%
Comparator Students	Graduation Rate as of 2013	54%	54%	53%	46%	38%	25%	3%
The Gap		8%	8%	4%	7%	5%	9%	1%
Hispanic Students	Cohort Size	71	69	79	113	104	167	146
	Graduation Rate as of Fall 2013	49%	49%	53%	40%	41%	31%	4%
Comparator Students	Graduation Rate as of Fall 2013	54%	54%	53%	46%	38%	25%	3%
The Gap		5%	5%	0%	6%	-3% Favoring Hispanic students	-6% Favoring Hispanic students	-1% Favoring Hispanic students
Low-income Student (Pell)	Cohort Size	368	374	467	502	597	666	601
	Graduation Rate as of 2013	55%	58%	57%	48%	39%	22%	1%
Comparator Students	Graduation Rate as of 2013	54%	54%	53%	46%	38%	25%	3%
The Gap		-1% Favoring Pell recipients	-4% Favoring Pell recipients	-4% Favoring Pell recipients	-2% Favoring Pell recipients	-1% Favoring Pell recipients	3%	2%
Comparator Students – Males	Cohort Size	592	582	596	696	775	907	859
	Graduation Rate as of Fall 2013	52%	53%	53%	44%	37%	26%	3%
Comparator Students- Females	Cohort Size	887	834	847	896	900	968	835
	Graduation Rate as of 2013	55%	55%	53%	48%	39%	24%	3%
The Gap		3% Favoring Females	2% Favoring females	0%	4% Favoring Females	2% Favoring Females	2% Favoring Males	0%

*Graduation rates shown represent all students who have graduated in seven years or less: for the Fall 2006 cohort: seven years or less; for the Fall 2007 cohort: six years or less; for the Fall 2008 cohort: five years or less; for the Fall UMUC February 3, 2014 2009 cohort: four years or less; for the Fall 2010 cohort: three years or less; for the Fall 2011 cohort: two years or less; for the Fall 2012 cohort: one year or less. The end parameter will be ten-year retention rates, but those rates will not be available until 2017; therefore the rates above are provided in the interim

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 years 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 2013-2014 Summary of the Institutional Closing Achievement Gap Reports reflects three groupings of campus efforts to achieve the USM 6-year Graduation Rate. As has been the pattern in previous annual reports, some institutions are at or have exceeded the USM average---Salisbury, Towson, UMBC, and UMCP; others continue to be below this average---Bowie, Coppin, Frostburg, University of Baltimore, and University of Maryland Eastern Shore. UMUC and UMB differ in that these institutions do not have large full-time new freshmen classes.

While all USM institutions continually seek ways to close the gap through initiatives involving collaboration and coordination encompassing student recruitment, bridge programs for better academic preparation and college readiness, retention activities, and increased financial aid, some are challenged by the intractable nature of student persistence and retention. The multitude of variables affecting these two areas precipitates consideration of analytic tools that can be used to provide characteristics of students likely not to persist and be retained to graduation. Such tools might also be used to determine, based on the identified characteristics, what approaches, programs, or services might best enable student persistence and retention. These efforts will, of course, require a refocusing of some aspects of the current efforts to close the gaps.