

University of Maryland Annual Report Closing the Achievement Gap 2014-15

1. Definition of the Achievement Gap

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

2. Institutional Trend Data

Retention and Graduation rates: University of Maryland									
University									
Entry Cohort	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
6-year grad rate	81.9%	82.1%	84.2%	84.6%					
1st yr ret rate	91.7%	92.6%	94.0%	93.1%	95.2%	94.5%	93.9%	94.7%	95.7%
2nd yr ret rate	87.2%	87.7%	89.1%	89.6%	91.7%	90.7%	90.8%	91.2%	
3rd yr grad rate	1.3%	1.2%	1.8%	1.6%	1.8%	1.7%	1.9%		
3rd yr ret rate	83.8%	84.4%	85.5%	86.3%	87.9%	87.8%	87.0%		
4th yr grad rate	66.1%	63.3%	65.7%	67.0%	69.5%	68.4%			
4th yr ret rate	17.0%	20.3%	19.3%	18.9%	18.3%	18.6%			
5th yr grad rate	80.1%	79.4%	81.9%	82.3%	84.5%				
5th yr ret rate	2.7%	4.0%	3.1%	3.4%	2.4%				
Black									
Cohort	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
6-year grad rate	73.4%	74.2%	78.0%	77.4%					
the Gap	8.5%	7.9%	6.2%	7.1%					
1st yr ret rate	88.9%	90.5%	94.8%	91.2%	94.8%	93.9%	94.9%	93.6%	95.4%
2nd yr ret rate	82.1%	83.1%	86.2%	85.4%	90.7%	87.8%	90.7%	88.3%	
3rd yr grad rate	0.4%	0.5%	0.4%	1.2%	0.5%	0.2%	0.3%		
3rd yr ret rate	77.9%	79.8%	84.1%	80.5%	85.6%	86.6%	87.1%		
4th yr grad rate	47.5%	48.3%	48.6%	49.8%	53.7%	49.6%			
4th yr ret rate	27.0%	28.6%	32.5%	28.8%	30.8%	33.3%			
5th yr grad rate	69.6%	71.2%	74.8%	73.3%	76.8%				
5th yr ret rate	5.3%	5.8%	5.5%	5.3%	5.7%				
Hispanic									
Cohort	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
6-year grad rate	72.0%	79.0%	77.7%	79.9%					
the Gap	9.9%	3.2%	6.5%	4.7%					
1st yr ret rate	85.4%	91.7%	92.5%	91.5%	94.2%	93.9%	92.8%	94.6%	93.3%
2nd yr ret rate	80.1%	84.4%	85.8%	89.0%	89.5%	87.8%	88.3%	88.6%	
3rd yr grad rate	1.5%	0.0%	0.9%	0.7%	0.7%	0.7%	0.6%		
3rd yr ret rate	75.9%	81.2%	83.0%	83.4%	85.1%	86.4%	86.9%		
4th yr grad rate	48.7%	54.8%	54.7%	54.4%	54.9%	57.6%			
4th yr ret rate	28.4%	25.5%	24.2%	28.3%	27.6%	27.1%			
5th yr grad rate	68.6%	74.5%	72.6%	76.3%	77.8%				
5th yr ret rate	6.1%	5.1%	5.3%	4.2%	4.0%				
Low-Resource*									
Cohort	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
6-year grad rate	76.1%	77.8%	77.7%	81.0%					
the Gap	5.8%	4.3%	6.5%	3.6%					
1st yr ret rate	90.1%	89.5%	92.6%	92.3%	95.3%	94.5%	93.0%	93.3%	96.2%
2nd yr ret rate	84.8%	85.1%	86.3%	88.6%	91.3%	89.8%	89.1%	89.4%	
3rd yr grad rate	0.8%	1.1%	1.5%	1.8%	2.2%	1.3%	1.4%		
3rd yr ret rate	80.7%	80.7%	81.3%	83.5%	85.8%	87.0%	84.8%		
4th yr grad rate	54.1%	55.0%	51.3%	55.2%	59.7%	57.4%			
4th yr ret rate	24.2%	24.6%	28.1%	27.6%	26.6%	27.4%			
5th yr grad rate	72.7%	74.3%	73.4%	77.1%	80.7%				
5th yr ret rate	5.1%	4.6%	5.6%	5.5%	4.1%				
* Low resource students are a subset of all new freshmen students and are defined as having completed a FAFSA and had a parental contribution of \$8,000 or less.									

3. Summary of Institutional Initiatives

Pre-College Programs

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

Office of the Dean for Undergraduate Studies

Pre-College Programs provides opportunities for participants to succeed in their pre-college performance and ultimately in college. The Math and Science Program is designed to strengthen participants' math and science skills. UB measures success by rates of high school graduation, college enrollment and persistence in college. In FY14, all 61 UB seniors completed high school and 60 entered college.

UB serves high school students who are either from low-income families or from families in which neither parent holds a bachelor's degree. Participants are from target schools in Prince George's and Montgomery counties, or from a targeted school in Washington, D.C. During FY14, Pre-College Programs served 263 students (195 Upward Bound and 68 Upward Bound Math-Science). The majority of our students are African/African American (214) or Latino students (43). The remaining eight students identify as Asian, White, American Indian, or other.

During FY14, UB/UBMS continued in-school tutoring at five sites: Central, High Point, Parkdale, and Fairmont Heights high schools, and at the Wheaton Regional Library. Counselors identified over 30 students who showed a need for additional academic support. PCP offered SAT prep workshops for 133 students during the fall and spring semesters.

Pre-Transfer Advising

Office of the Dean for Undergraduate Studies

The Pre-Transfer Advising program provides pre-matriculation planning to potential transfer students by assessing students' readiness to transfer and provides estimates to four year degree completion. Pre-Transfer Advisors work closely with local community college students and advisors, and offer assistance to any prospective transfer student prior to their application to the University. Prospective transfer students are more often first generation and/or low income and African American or Latino than new freshman students. During FY14, advisors worked with 1,836 individuals either through walk in appointments, online chats, telephone meetings or scheduled meetings, and the web site received 57,070 hits.

Academic Support for Targeted Populations

Academic Achievement Programs (AAP)

Office of the Dean for Undergraduate Studies

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

Intensive Education Development/Student Support Services (IED/SSS) provides an admission option for high school seniors who display potential success for college level work, but who have not met the University's admission requirements. New students participate in a six-week summer program designed to prepare them for fall matriculation. All students in the program receive assistance with basic skills in English, mathematics, and reading/study skills through tutoring, academic advising, financial aid, and personal counseling. During FY14, there were a total 514 students participating in the program. IED/SSS added a new initiative, Suit Me, to provide students with formal business attire for potential interview and internship opportunities. IED/SSS's Reach Up and Reach Out initiative created an advisory board of current staff members, along with upper class students to offer a variety of programs and services, including individual meetings with a counselor/advisor, peer mentorship program, assistance with the

graduate school admission and financial aid process, career development assistance, financial literacy workshops, and study abroad opportunities. Additionally, IED/SSS's expanded tutorial service, Academic Success and Tutorial Services (ASTS), has seen tremendous growth over the past year. In spring 2014 semester, ASTS received 98 requests and served 57 students covering 18 courses

Participation in Academic Achievement Program-Fall 2013: University of Maryland			
	Campus	AAP Participants	Participation Rate
New First-Time Full-Time Degree-seeking Freshmen	0		
American Indian or Alaska Native:U.S.	681	11	1.6%
Asian:U.S.	520	51	9.8%
Black or African American:U.S.	142	0	0.0%
Foreign	390	24	6.2%
Hispanic:U.S.	2	0	0.0%
Native Hawaiian or Other Pacific Islander:U.S.	157	5	3.2%
Two or More:U.S.	63	0	0.0%
Unknown:U.S.	2,056	15	0.7%
White:U.S.	4,011	106	2.6%
Total			

The Ronald E. McNair Post-Baccalaureate Achievement Program is designed to prepare students who are primarily from low-income, first generation and traditionally under-represented groups to pursue doctoral studies. At the 15th Annual McNair Conference, the University of Maryland hosted 135 McNair scholars from over 25 institutions nationwide, including 19 UMD McNair scholars.

The Educational Opportunity Center (EOC) provides assistance with admissions and financial aid to adult learners in Prince George's County communities in order to improve entry and re-entry into GED programs or post-secondary education. During FY14, UM-EOC's partnerships continued to grow in scope. This past year, UM-EOC collaborated with the Prince George's Library System to host College Goal Maryland at a second site, Spaulding Library, offering FAFSA support to parents and students. EOC provided service to over 367 new participants last year and worked with more than 417 high school students in assisting them with college applications and student financial aid. EOC assisted 296 students who enrolled in postsecondary education during the FY14 academic year.

Office of Multi-ethnic Student Education (OMSE)
Office of Diversity & Inclusion

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

The College Success Scholars (CSS) program provides retention and graduation support to African American and Latino males. The Scholars are mentored upper-class students who serve as Team Leaders. The Parents' Advisory Working Group and Executive Board meet regularly and are actively engaged in supporting the goals of the program. In FY14, a total of 161 students participated, including 44 new scholars. CSS offers weekly study sessions, math and science review sessions, one-on-one tutorial sessions, and workshops on college success, diversity, and leadership. All new scholars were retained through their first year of college.

The Soaring Achievers Program has similar goals to the College Success Program, but is offered to students in a more scaled-down program. Twenty-nine students participated in FY14 and all were retained to their second year.

The Tutorial Program provides free, walk-in academic support in writing, mathematics, biology, chemistry and economics. Review sessions are held for students in STEM courses where this is a high number of D, F and W grades. During FY14, the tutorial program provided 1,659 hours of tutoring to 1,798 students total. The students who utilized the service 29.5% African American and 13.1% Latino. The majority of the students were first-year students and sophomores.

Nyumburu Cultural Center
Office of Diversity & Inclusion

The Nyumburu Cultural Center administers two major student programs: Black Male Initiative (BMI) and Sisterhood of Unity and Love (SOUL). Other offerings include the Nyumburu Leadership Series, a non-credit course in African indigenous languages, and various co-sponsored workshops on careers in dentistry, medicine, allied health fields, and law.

The mission of the Black Male Initiative Program (BMI) is to promote scholarship, brotherhood, and support for the retention of Black/African American males. The program offers two-hour monthly meetings, voluntary weekly study halls, and movie nights that address academic concerns and challenges, as well as nonacademic issues. African-American faculty, administrators, alumni, and community members attend the monthly student meetings to provide guidance and support to current students as elders and mentors. Six meetings were held during FY14 and an average of 18 students attended each meeting. Eight BMI students successfully graduated during FY14.

The mission of the Sisterhood of Unity and Love (S.O.U.L.) is to provide a safe environment for women of color to engage in self-exploration. They accomplish their mission by holding two meetings and one shut-in each month. At the meetings, the participants engage in discussions on sensitive and relevant topics affecting women of color. At each shut-in, they participate in bonding activities to create a sense of sisterhood among their members. They watch popular films depicting women of color in various ways, followed by a group discussion. The average attendance at each meeting was thirty members.

The Nyumburu Leadership Series is a monthly leadership workshop that is designed to introduce students to the fundamental principles of leadership while facilitating discussions of critical socio-political issues. In addition to participating in community service projects and dynamic workshops, participants have the opportunity to attend leadership conferences. In FY14, an average of 13 students attended each monthly meeting, with a total of 90 students participating during the year.

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

UMIAP provides a college education to young people from Baltimore City and Prince George's County high schools who have faced adverse life circumstances and prevailed. Most recently, graduates of KIPP Public Charter Schools have been invited to participate. Each year, select students receive tuition, fees, room and board for four years. All UMIAP students are low-income; the majority are African American and Latino. In FY14, 70 students were in the program.

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

The one-year retention rate is 97% for IAP and the 6-year graduation rate is 72%. When compared to students from similar backgrounds, high schools and with similar academic profiles, they perform significantly better in both areas. Academic advising and interventions are routinely implemented to help students make satisfactory academic progress toward a degree.

Participation in Incentives Awards Program-Fall 2013: University of Maryland			
		Incentive Awards	Participatio n Rate
New First-Time Full-Time Degree-seeking Freshmen	Campus	Participants	
American Indian or Alaska Native:U.S.	0	0	
Asian:U.S.	681	0	
Black or African American:U.S.	520	10	1.9%
Foreign	142	0	
Hispanic:U.S.	390	6	1.5%
Native Hawaiian or Other Pacific Islander:U.S.	2	0	
Two or More:U.S.	157	0	
Unknown:U.S.	63	0	
White:U.S.	2,056	1	0.0%
Total	4,011	17	0.4%

Student Success Initiative

Office of the Vice President for Student Affairs

The Student Success Initiative (SSI) is a unique student centered approach to close the graduation gap between African American male students and all students on campus. SSI employs a population level strategy focused on empowering students to own their opportunity at Maryland, own their change, and own their academic and professional success. The Initiative seeks to accomplish this through three distinct but overlapping strategies: virtual community development, face-to-face community development, and direct student outreach.

The UMSuccess student organization has developed a dynamic virtual community through an interactive social website and Twitter account. These platforms provide peer role models, essential resources and information delivered to the targeted community virtually.

Robust face-to-face initiatives have been developed by two student groups, Student Empowerment Project (STEP) and Financial Awareness for \$mart Terps (FA\$T). STEP is composed of African American male student leaders and sponsors meetings, events and discussions focused on student retention and success. FA\$T provides workshops and seminars to increase financial literacy. These student groups collaborated to create FreshCon 2014 (<http://vimeo.com/111075914>), a signature event to orient incoming Black students toward strategies for succeeding at UMD.

SSI initiates direct outreach through email to students who are in academic difficulty or have not pre-registered for the upcoming semester, encouraging them to remain in school and offering assistance. During the 2013-14 academic year SSI made 2,487 direct contacts.

Center for Minorities in Science and Engineering (CMSE)

A. James Clark School of Engineering

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

The annual Winter Student Leadership Retreat engaged underrepresented Science, Technology, Engineering and Mathematics (STEM) undergraduates in two full days of professional and leadership development activities and workshops. Representatives from the sponsoring companies, Lockheed Martin, W.L. Gore, Accenture and Northrop Grumman, gave presentations, panel discussions and interactive workshops on communication skills, teambuilding, leadership development and professional development. Through mock interviews and resume critiques students honed their job search skills. The 55 participants included 25 students from University of Maryland (UMD) and 30 students from local

four-year institutions and Maryland community colleges. The majority of the students in attendance were African American or Latino.

First Friday is a community building activity that introduces underrepresented students to employers and other campus units or programs. Speakers included representatives from Accenture, Champion Your Success and the Office of Advanced Engineering Education. Forty to 50 students attend each lunch.

CMSE is a partner in the National Science Foundation funded University System of Maryland Louis Stokes Alliances for Minority Participation (USM LSAMP) Program which is designed to assist students in developing the skills and strategies that will facilitate their success in STEM fields. As a result of this grant, students benefit from a unique combination of academic, financial, and social support systems. The Program has several components including:

BRIDGE Program for Scientists and Engineers: New freshmen admitted to the Clark School are invited to participate in a five-week residential summer bridge program designed to give them a head start. Students enroll in a 3-credit pre-calculus course or calculus workshop and a 1-credit chemistry and college success workshop, register for the fall semester, learn about campus resources and interact with staff and faculty. Upper level STEM students provide supplemental instruction and serve as mentors to the participants during the program.

- During the academic year, Bridge students are required to meet regularly with program staff to discuss transition issues, course selection, academic performance and success strategies.
- Bridge students are required to enroll in ENES 108-Achieving College Success, a course designed to address students' transition to college through academic, career, and personal development strategies.
- The 16 summer Bridge 2013 cohort (all African American and Latino) were ready for calculus by their first semester; 94% were retained after the first year; 7 students earned a 3.0 cumulative grade point average or above for the first year; 14 earned a 2.5 cumgpa or higher.

LSAMP Undergraduate Research Program (URP): Under the mentorship of faculty, students conduct research, hone scientific writing skills and learn about the graduate school application process. The URP culminates with the annual Research Symposium. A total of 17 underrepresented STEM students participated in the spring and summer sessions.

Business Academy

Robert H. Smith School of Business

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

The Smith School of Business offers the Diversity Empowerment Council (DEC) whose mission is to lead efforts in empowering diversity to current and prospective Smith students, by unifying the presence of diversity, serving as a liaison to the administration for students, and providing sustainable services to add value to the community. The Smith Undergraduate Program is excited to partner with PwC and the INQUIRES program on a dynamic initiative called Four STAR Freshmen. Four STAR Freshmen is aimed at engaging 40 minority freshmen as they begin their business education and move through their first two years of study.

Unique Financial Support Programs (Pathways)

The Maryland Pathways Program Office of Financial Aid

Pathways guarantees that every Maryland state student from a family whose income is below the poverty line can graduate debt-free. Many students who participate in this program are the first in their family to attend college. The program requires that the students work 10 hours per week, maintain a full course load, and remain in good academic standing. Pathways helps to maximize federal and state financial aid grants and provide resources to bridge the gap between what these students need and what is available to cover their tuition and room and board for fall and spring semesters. During FY14, 48% of the students were first generation attendees, and 57% were underrepresented minorities. The median family income was \$18,388 with 98% of the students coming from annual family incomes of less than \$40,000.

Policies and Practices that Support all Students

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

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

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

GPA 2.3 or below: The University has increased advising for students who have earned a 2.3 GPA and below. Additional support to these students may keep them from academic probation.

5. Trajectory

The University continued to make progress in closing the achievement gaps between minority and low income students and all students in FY14. College Park has met its intermediate goals for FY15, but continues to strive to close the gap.

Six Year Graduation Rates:	<u>2014</u>	<u>2013</u>
All Students	85%	84%
Low Income Students	81%	78%
Hispanic Students	80%	78%
African-American Students	77%	78%

The gap in first year retention rates between the three tracked groups and all students are:

Low income student:	0.5%
Hispanic students:	-2.4%
African-American students:	-0.3%

