

# EQUITY SCORECARD



In May 2020, the CSM Board of Trustees approved the college’s 2020-2021 Plan for Cultural Diversity and Institutional Equity (“Equity Plan”). The plan is rooted in Institutional Strategic Plan objectives aimed at promoting cultural diversity and institutional equity and specifies actions CSM will take to achieve those objectives.

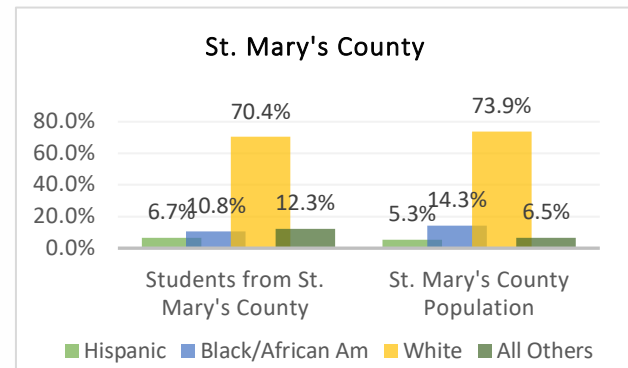
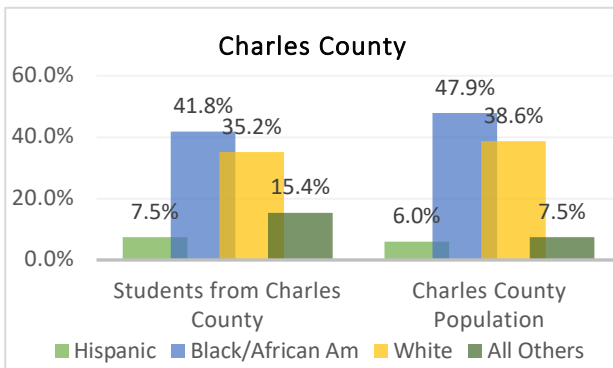
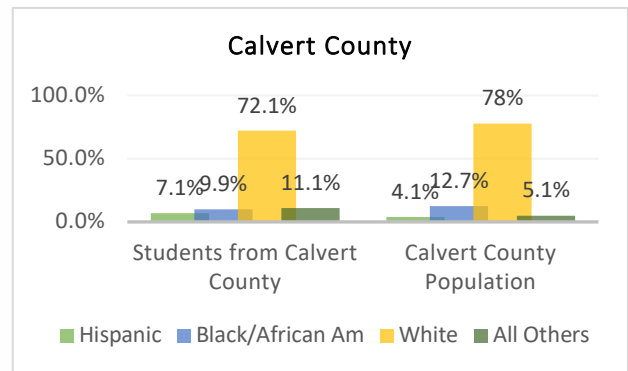
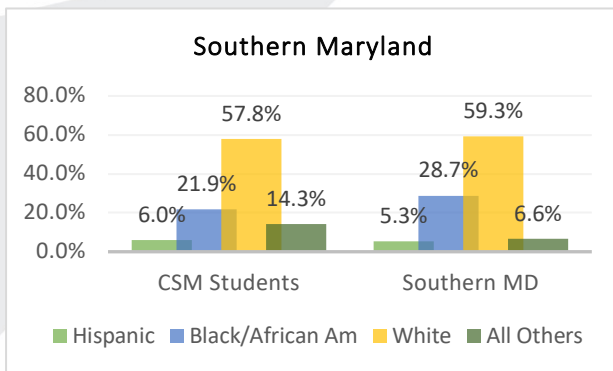
This Equity Scorecard tracks CSM’s progress toward achieving key benchmarks indicated by the Equity Plan.

## Equity Plan Action 1.1

Analyze demographic data for student populations in each Southern Maryland county, and identify areas of underrepresentation.

### FINDINGS – ENROLLMENT DEMOGRAPHICS:

The racial/ethnic composition of CSM’s student body approximates that of our communities.



Source: CSM 2018-2019 FactBook

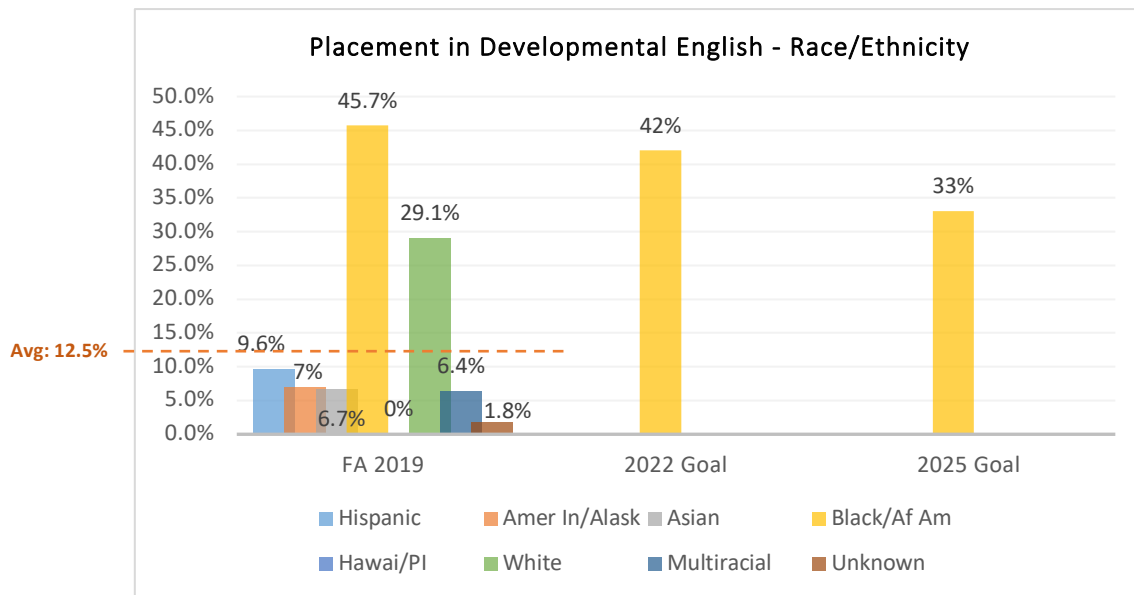
**Equity Plan Action 1.3**

Disaggregate and analyze student pass rate, retention, transfer, and completion data to identify equity gaps and establish equity benchmarks.

**Developmental Course Placements**

**FINDINGS—DEVELOPMENTAL COURSE PLACEMENTS:** Disproportionately many Black/African-American students (24.3% of credit enrollment) are placed in developmental English courses (45.7%) relative to the college average (12.5%), increasing their time to completion.

**BENCHMARKS:** Reduce Black/African-American student placement in developmental English to no more than 42% by June 30, 2022, and no more than 33% by December 31, 2025.

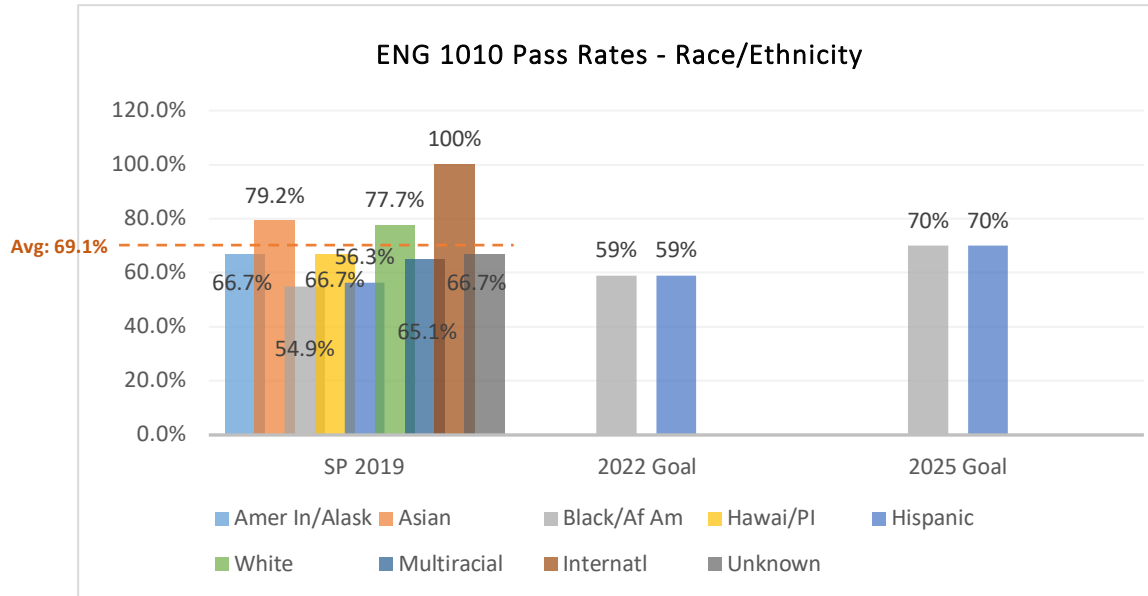


Source: CSM Division of Academic Affairs

### College English and Math Completion

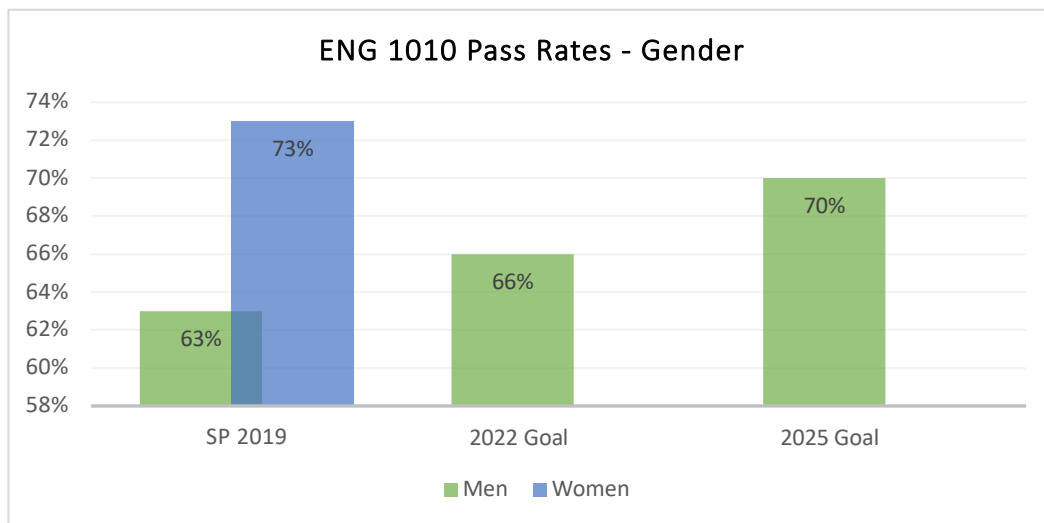
**FINDINGS—ENG 1010 PASS RATES:** ENG 1010 pass rates for Black/African-American students (54.9%) and Hispanic students (56.3%) are lower than the average for all students (69.1%). The pass rate for men (~60%) is lower than that for women (~70%). We aspire to raise the pass rates of all students to at least 70%.

**BENCHMARKS—Race/Ethnicity:** Increase the ENG 1010 pass rates for Black/African-American and Hispanic students to  $\geq 59\%$  by June 30, 2022, and  $\geq 70\%$  by December 31, 2025.



Sources: CSM Division of Academic Affairs; Office of Planning, Institutional Effectiveness, and Research

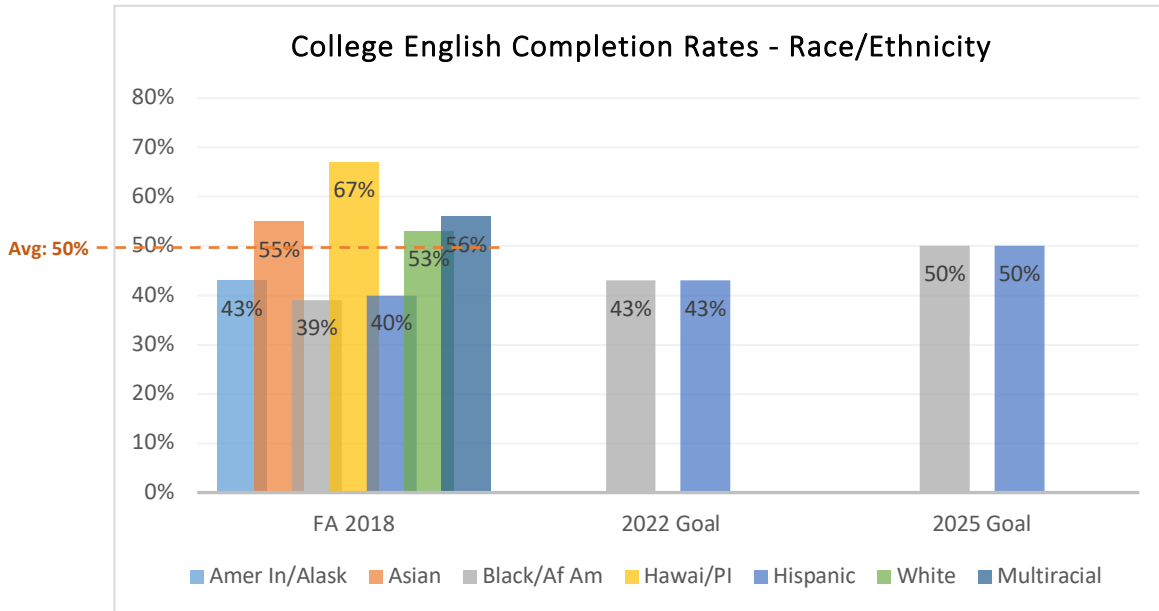
**BENCHMARKS—Gender:** Increase the ENG 1010 pass rate of men to  $\geq 66\%$  by June 30, 2022 and to  $\geq 70\%$  by December 31, 2025.



Sources: CSM Division of Academic Affairs; Office of Planning, Institutional Effectiveness, and Research

**FINDINGS—COLLEGE ENGLISH COMPLETION:** College English completion rates for Black/African-American students (39%) and Hispanic students (40%) are lower than the average for all students (50%).

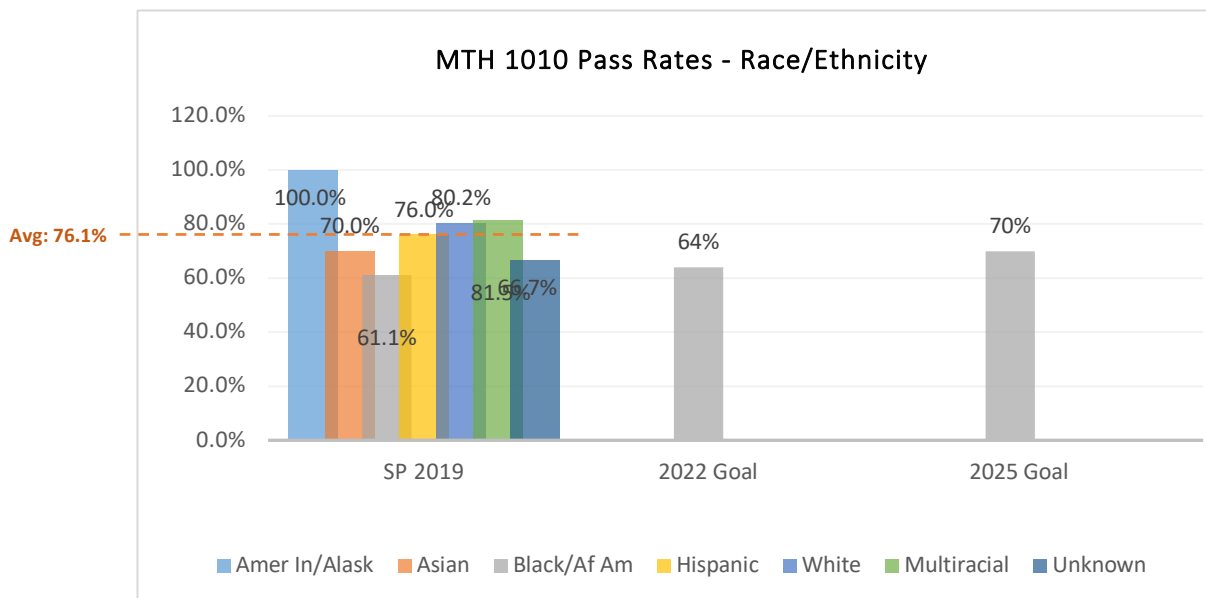
**BENCHMARKS:** Increase College English completion rates for Black/African-American and Hispanic students to  $\geq 43\%$  by June 30, 2022 and  $\geq 50\%$  by December 31, 2025.



Source: Achieving the Dream Kick-Off Data (2019)

**FINDINGS—MTH 1010 PASS RATES:** The MTH 1010 pass rate for Black/African-American students (61.1%) is lower than the average for all students (76.1%). We aspire to raise the pass rates of all students to at least 70%.

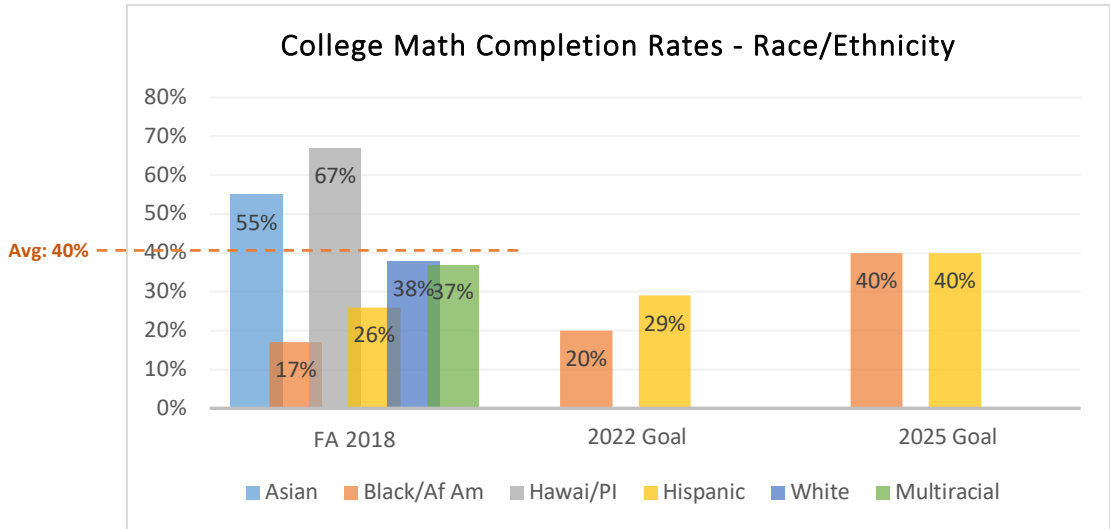
**BENCHMARKS:** Increase the MTH 1010 pass rate for Black/African-American students to  $\geq 64\%$  by June 30, 2022, and  $\geq 70\%$  by December 31, 2025.



Sources: CSM Division of Academic Affairs; Office of Planning, Institutional Effectiveness, and Research

**FINDINGS—COLLEGE MATH COMPLETION:** College Math completion rates for Black/African-American students (17%) and Hispanic students (26%) are lower than the average for all students (40%).

**BENCHMARKS:** Increase College Math completion rates for Black/African-American students to  $\geq 20\%$  and for Hispanic students from to  $\geq 29\%$  by June 30, 2022. Increase both to  $\geq 40\%$  by December 31, 2025.

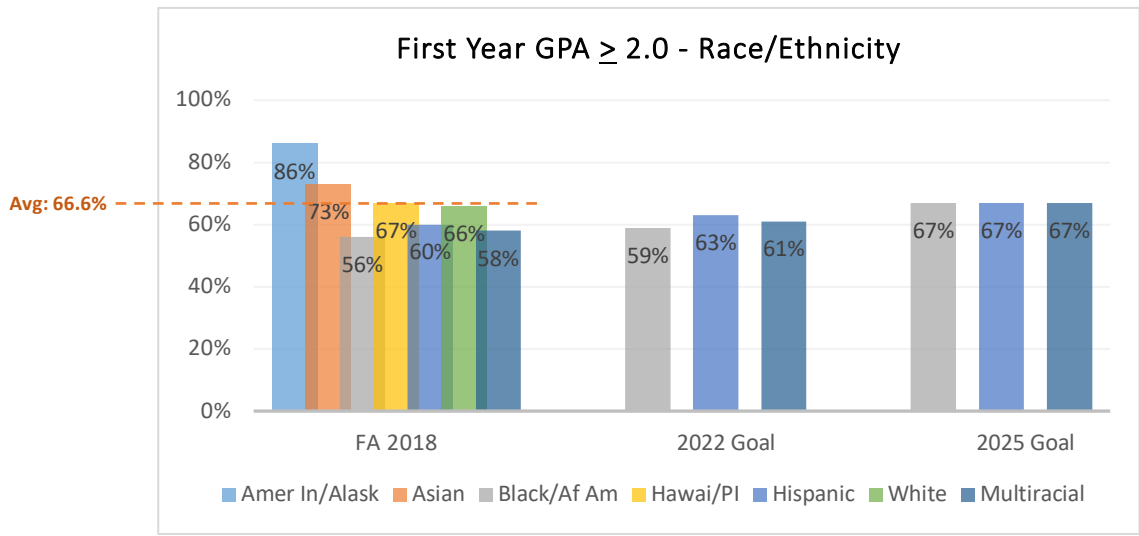


Source: Achieving the Dream Kick-Off Data (2019)

### Academic Progress, Persistence, and Completion

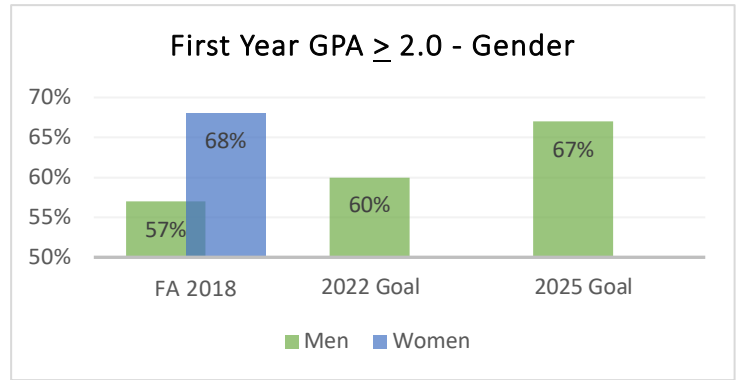
**FINDINGS—FIRST-YEAR ACADEMIC PROGRESS:** The percentages of entering Black/African-American students (56%), Hispanic students (60%), multiracial students (58%), and male students (57%) who earn GPAs of 2.0 or higher are lower than the average for all students (66.6%). We aspire to increase successful academic progress rates for all students to at least 70%.

**BENCHMARKS—Race/Ethnicity:** Increase the percentages of entering Black/African-American students who earn GPAs  $\geq 2.0$  to 59%, of Hispanic students to 63%, and of multiracial students to 61% by June 30, 2022. Increase all to  $\geq 67\%$  by December 31, 2025. Set a longer-term goal of increasing progress rates for all students to  $\geq 70\%$ .



Source: Achieving the Dream Kick-Off Data (2019)

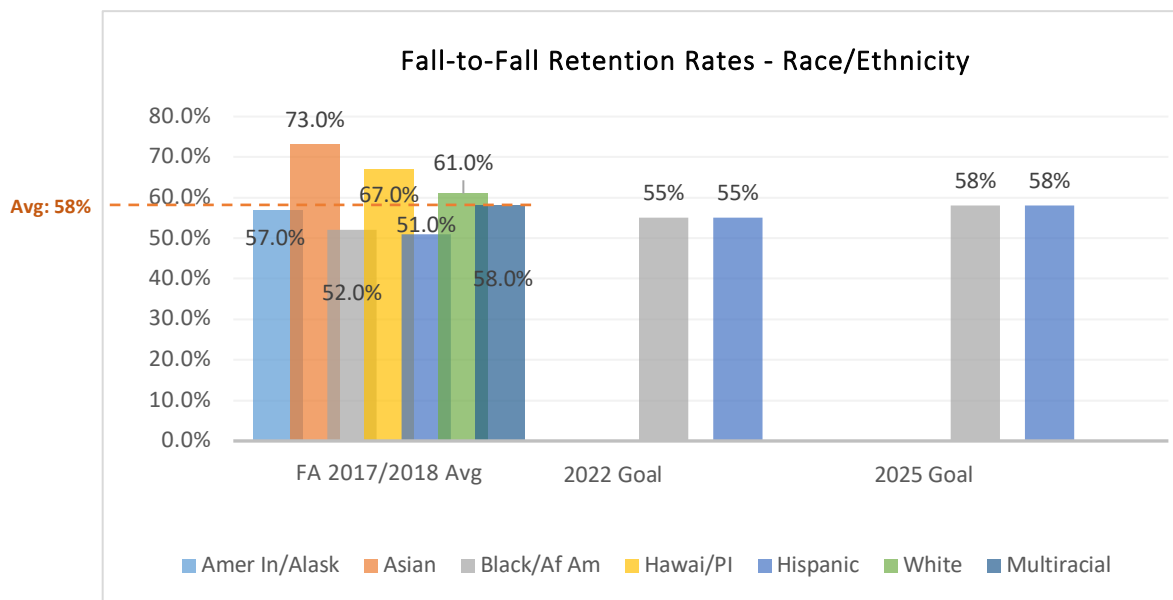
**BENCHMARKS—Gender:** Increase the percentage of male students who earn GPAs  $\geq 2.0$  to 60% by June 30, 2022, and to  $\geq 67%$  by December 31, 2025.



Source: Achieving the Dream Kick-Off Data (2019)

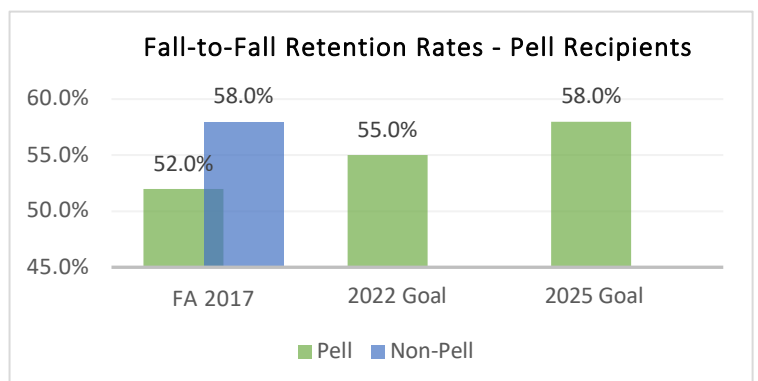
**FINDINGS—FALL-TO-FALL RETENTION:** The fall-to-fall retention rates of first-year Black/African-American students (52%), Hispanic students (51%), and Pell Grant recipients (52%) are lower than the average for all first-year students (58%).

**BENCHMARKS—Race/Ethnicity:** Increase the fall-to-fall retention rates of entering Black/African-American and Hispanic students to  $\geq 55%$  by June 30, 2022, and  $\geq 58%$  by December 31, 2025.



Source: Achieving the Dream Kick-Off Data (2019)

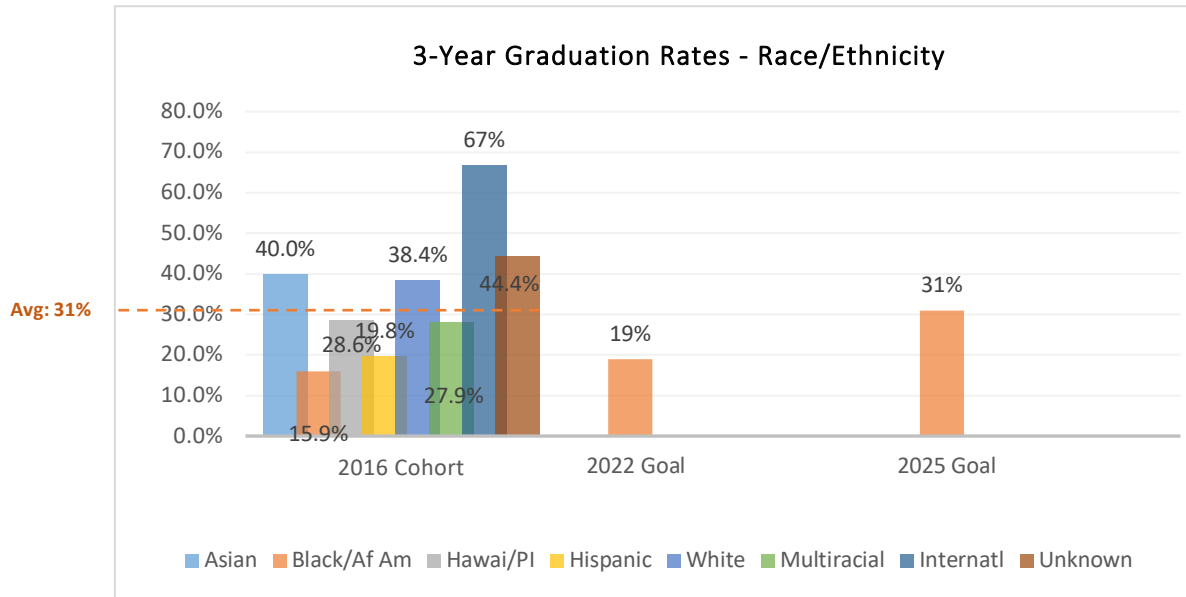
**BENCHMARKS—Pell Recipients:** Increase the fall-to-fall retention rates of Pell Grant recipients to  $\geq 55%$  by June 30, 2022, and to  $\geq 58%$  by December 31, 2025. Set a longer-term goal of parity with non-Pell recipients.



Source: Achieving the Dream Kick-Off Data (2019)

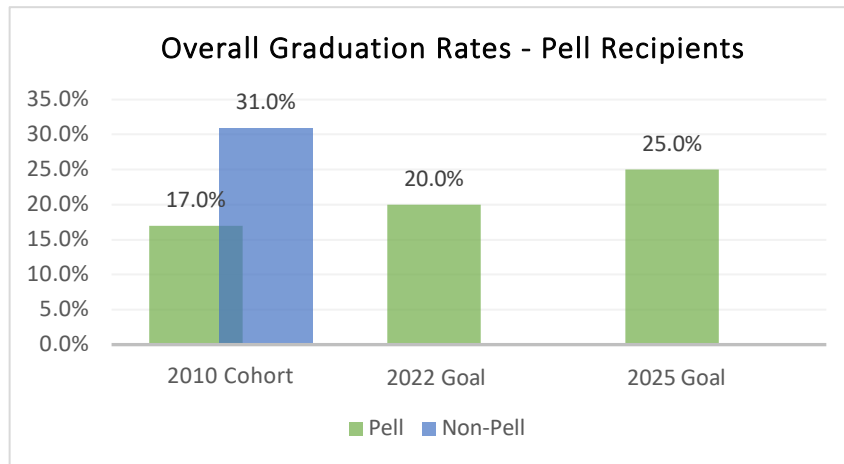
**FINDINGS—GRADUATION RATES:** Graduation rates of Black/African-American students (15.9%) and Pell Grant recipients (17%) are persistently lower than the average for all students (31%).

**BENCHMARKS—Race/Ethnicity:** Increase the graduation rate of Black/African-American students to  $\geq 19\%$  by June 30, 2022, and  $\geq 31\%$  by December 31, 2025.



Source: CSM FactBook 2018-19

**BENCHMARKS—Pell Recipients:** Increase the graduation rate of Pell recipients to  $\geq 20\%$  by June 30, 2022, and  $\geq 25\%$  by December 31, 2025. Set a longer-term goal of parity with non-Pell recipients.



Source: IPEDS

**Questions?** Contact Dr. Sybol Anderson, Executive Director of Equity and Inclusive Diversity, at [ssanderson1@csmd.edu](mailto:ssanderson1@csmd.edu).