

Office of the Dean

Honors College

College Park Scholars

Air Force Reserve Officer Training Corps

Letters and Sciences

Individual Studies Program

Asian American Studies Program

Pre-College Programs

Academic Achievement Programs

National Scholarships Office

Carillon Communities

Federal Fellows and Global Fellows in Washington, D.C.

Annual Report for 2015-2016

# Office of Undergraduate Studies

Maryland Center for Undergraduate Research

Beyond the Classroom

Hillman Entrepreneurs Program

New Student Orientation

Army Reserve Officer Training Corps





UNIVERSITY OF  
MARYLAND

OFFICE OF THE ASSOCIATE PROVOST  
AND DEAN FOR UNDERGRADUATE STUDIES

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I am delighted to share with you the 2015-2016 annual report of the University of Maryland's Office of Undergraduate Studies. This report details the accomplishments of the programs and offices that report to the Office of Undergraduate Studies and that serve the campus as a whole. I hope you will share my pride and enthusiasm for the excellent work these programs do in providing extraordinary opportunities for our students.

The vision of the Office of Undergraduate Studies is to strive to create and deliver an exceptional undergraduate experience through university-wide integration of academic excellence, personal development, and professional preparedness.

The mission of Undergraduate Studies is to engage the campus community to foster a sense of pride, belonging, and accomplishment within its undergraduate student population and among faculty and staff. The Office acts with integrity and inclusiveness to cultivate and deliver high caliber, high impact programs focused on student academic excellence, personal development, and professional preparedness.

Thank you for your interest in the work of our office.

William A. Cohen  
Associate Provost and Dean for Undergraduate Studies

# Office of Undergraduate Studies

## Annual Report

### 2015-2016

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# OFFICE OF UNDERGRADUATE STUDIES 2015-2016

## Administrative Council

### Office of the Dean

William A. Cohen, Associate Provost and Dean for Undergraduate Studies  
Douglas Roberts, Associate Dean for General Education  
Cynthia Kay Stevens, Associate Dean  
Lisa Kiely, Assistant Dean and Equity Administrator  
Ann C. Smith, Assistant Dean and Undergraduate Student Ombudsperson  
Kathryn Robinson, Assistant Dean for Finance and Personnel  
Heidi Bruce, Director of Development and Alumni Relations  
Ashley Adkins, Director of Administration and External Relations  
Mark Kuhn, Director of Communications and Web Development

### Program Directors

Gül Branco, Director, Hillman Entrepreneurs Program  
Deborah Bryant, Assistant Dean and Director, Letters and Sciences  
Joan Burton, Director, Federal Fellows, Global Fellows in Washington, DC, and Individual Studies  
Francis DuVinage, Director, National Scholarships Office and Maryland Center for Undergraduate Research  
Susan Dwyer, Executive Director, Honors College  
Georgette Hardy DeJesus, Executive Director, Pre-College Programs  
Jerry Lewis, Executive Director, Academic Achievement Programs  
Marilee Lindemann, Executive Director, College Park Scholars  
Col. David Morrissey, Director, Air Force Reserve Officer Training Corps  
LTC Larry Rentz, Director, Army Reserve Officer Training Corps  
James Riker, Director, Beyond the Classroom  
Gerry Strumpf, Director, Orientation  
Janelle Wong, Director, Asian American Studies Program

**OFFICE OF THE ASSOCIATE PROVOST  
AND DEAN FOR UNDERGRADUATE STUDIES**  
**Associate Provost and Dean: William A. Cohen**  
**[www.ugst.umd.edu](http://www.ugst.umd.edu)**

**Office of the Dean**

In August 2015, Professor of English William A. Cohen was appointed Associate Provost and Dean for Undergraduate Studies. In summer 2015, LTC Larry Rentz became commander of Army ROTC. Susan Dwyer was appointed Executive Director of the Honors College in January 2016. Heidi Bruce began as Director of Development and Alumni Relations in May 2016. The Office of Undergraduate Studies welcomed executive administrative assistant James R. Smith in December 2015 and Diana Forbus as Development Coordinator in June 2016.

**Development and Alumni Relations**

The past year has been a banner year for fundraising for Undergraduate Studies. Giving increased by 316% from 2015, with over \$4 million raised. University Relations targeted specific alumni groups for the annual giving campaign, with the Dean's Fund for Undergraduate Studies and the Honors College benefitting the most from these efforts.

Another area that increased was corporate support, specifically for the Advanced Cybersecurity Experience for Students (ACES) within the Honors College. It is the only program of its kind being offered at any U.S. institution. This unique program has drawn a lot of support from many corporate supporters such as Northrop Grumman, Leidos, Parsons, the National Security Agency, and Mitre. These gifts offer student and program support as well as internships and field experience.

Asian American Studies had another year of growth. An endowed fellowship was established to support research on Asian American families and another donor converted his scholarship to an endowment.

Key gifts for this year were:

- \$1.2 million to establish the Calvin J. Li Endowed Fellowship in Asian American Studies;
- \$2.76 million from Northrop Grumman to support ACES;
- Merrill Family renewed support for the Philip Merrill Presidential Scholarships Program;
- the Hillman Family renewed support for the Hillman Entrepreneurs Program and Scholarships;
- the Morinigo Family established an endowment to support the Honors College;
- Steve Leonard, 1978 Individual Studies alum, donated both time and funding to support Academic Achievement Program's Dress for Success initiative;
- Katherine Pardee, 1977 alum, made a donation to establish the Pardee Undergraduate Studies Scholarship; and

- the Honors College received funding from the Stamps Family Foundation to support three Banneker/Key students.

Alumni giving increased for 2015-2016, which may be a result of better identification of Honors College and College Park Scholars alumni.

The Honors College Alumni Group became an official Alumni Association-supported entity and hosted an event for alumni to meet Susan Dwyer, the new Executive Director of the Honors College. They plan to host more local alumni events.

### **Diversity Initiatives**

The Executive Director of Academic Achievement Programs, Jerry Lewis, continued to serve as the Undergraduate Studies Diversity Officer in coordination with the campus Office of Diversity and Inclusion. Undergraduate Studies' Advisory Committee was reconstituted this year as the Diversity and Inclusion Taskforce with representation from across Undergraduate Studies programs.

Relevant activities included establishing an accountability indicator in Undergraduate Studies units regarding staff participation in diversity and inclusion activities. Each staff member within Undergraduate Studies was expected to attend at least two campus events throughout the year. Unit heads' reports indicate promotion and support of the initiative and significant participation throughout Undergraduate Studies events and activities campus wide. Undergraduate Studies held its second Diversity and Inclusion Retreat in mid-January, titled "Breaking the Silence, Interrupting Exclusion." The focus was on change, communication, comfort, community, civility and courage in reference to improving and promoting more effective interaction in a diverse workplace. Approximately 90 faculty and staff members attended the workshop. James Riker, Director of Beyond the Classroom, was the keynote speaker. A diversity and inclusion workshop in April focused on "LGBT Inclusion at Work," which 35 people attended. Assessment of the feedback from this year's activities is underway, as are plans for the upcoming academic year.

### **Faculty Fellows**

Each year the Office of Undergraduate Studies sponsors a faculty learning community that addresses an issue of importance to undergraduate education. The Undergraduate Studies Faculty Fellows for 2015-2016 investigated learning from student work. Weekly meetings were led by the Office of Undergraduate Studies and the Teaching and Learning Transformation Center (TLTC). As a group the faculty reflected on one another's experiences in learning from student work: What worked? What did not? Why did some students excel where others fell short? What were common findings from review of student work? The fellows included faculty from across campus: Alan Neustadtl, Sociology; Catherine VanNetta, Biology; David Tomblin, College Park Scholars; Doug Kern, English; Jo Paoletti, American Studies; Kasso Okoudjou, Mathematics; Keryn Gedan, Biology; Kimberly Coles, English; Richard Yi, Psychology; and Sarah Mallory, Education. The group prepared a module on learning for student work for the TLTC Launch program that introduces new faculty to important teaching topics.

## **First Year Book**

Each year, a diverse group of faculty members come together to select the First Year Book. The 2015-2016 First Year Book was chosen with representation from a variety of disciplines: biology, computer science, government and politics, English, African American studies, and women's studies. Approximately 50 nominations were submitted and reviewed, and the committee read seven books before selecting the final text. *Head Off & Split* by Nikky Finney was selected for its ability to unite students across several academic fields that fostered conversations about identity, race, gender, empathy, history and politics.

*Head Off & Split* is a 2011 National Book Award winner for its poetry that explores how issues of race, history, and politics influence identity. Finney's poetry invites readers on a journey into the past to discover a new portrait of Rosa Parks the history books never told, to the rooftops of New Orleans homes submerged in floodwaters, and into the mind of President George W. Bush. This book addresses important moments in U.S. history that challenge readers to look deeply at the past and the present. This is the first time a book of poetry was selected since Lucille Clifton's *Blessing the Boats* in 2001.

The First Year Book Program continued the tradition of offering a resource-rich website for student, instructor, and alumni use that included a host of media clips of Nikky Finney reading her poetry and discussing her writing process, and clips recording historical events that inspired some of her poetry. The website also featured photographs documenting civil unrest in history juxtaposed with modern day protests. Reading guides were created for several popular poems discussed in UNIV100 courses. Also included on the site were lesson plans addressing a range of learners' needs.

The First Year Book Program engaged in a number of collaborations across campus. The program partnered with the David C. Driskell Center and the Clarice Smith Performing Arts Center (the Clarice) to host Finney's unveiling of "The Battle of and for the Black Face Boy," which was commissioned by the Clarice to honor the 2015 Sesquicentennial celebration of the end of the Civil War. The First Year Book Program hosted Finney for several classroom visits around campus on October 29 and 30. Finney returned to campus in the spring to visit other classes to recite poetry and discuss the writing process.

Approximately 7,000 copies of the book were distributed to students, faculty, and staff. About 4,000 of these were distributed at events such as TerpMarket, First Look Fair, the author lecture, and Maryland Day. *Head Off & Split* was used in ENGL101, UNIV100, WMST, AASP, and ENGL courses.

## **General Education Program**

Fall 2015 marked the beginning of the fourth full year of the implementation of the University's General Education program. As in previous years, the Dean for Undergraduate Studies invited most members of the Faculty Boards to continue, with nearly 80% acceptance of the invitation.

Recruitment for new courses continued throughout the year, including approval of 11 new I-Series courses and 23 new Scholarship in Practice courses. The General Education

Implementation Committee met four times. The Dean for Undergraduate Studies met with the Senate Educational Affairs Committee to present the Annual Report.

Innovations in General Education courses continue through program assessment and support of faculty teaching in General Education.

Categories of Oral Communication, Academic Writing, Professional Writing, and Scholarship in Practice have led the way with engaging faculty in conversation about continual course improvement and participation in General Education assessment.

- **Oral Communication:** General Education assessment has become normal practice in the Communication and Applied Agriculture programs. Theatre and Journalism also have representative instructors who participate. The fall 2015 orientation and norming session hosted by the Department of Communication and the Office of Undergraduate Studies was attended by 63 faculty. Faculty participation in assessment (58 instructors in fall, 44 instructors in spring) resulted in review of work from 1,699 students. Fall 2015 reflection surveys indicated the use of assessment findings in improving courses. For example, INAG110 will add a “Judge & Jury” activity to address students’ lack of understanding of plagiarism and COMM107 students will be prompted to reflect on credibility skill development during the semester, an area where instructors saw a need for improvement.
- **Academic Writing and Professional Writing:** The assessment is directed by the writing programs in collaboration with the Office of Undergraduate Studies and includes a yearly orientation and norming session. This year Professional Writing did not complete an assessment but focused on responding to last year’s findings. Academic Writing assessed outcomes for the first time in the fall, engaging 67 faculty in reviewing the work of 1,630 students.
- **Scholarship in Practice:** Meetings open to all Scholarship in Practice instructors were held twice in the fall and three times in the spring (average attendance of 13). Discussion topics included: how to incorporate and manage team projects, a service component, a research component, how to balance theory and practice, how to motivate students to meet high expectations, and how to meet outcomes in large enrollment courses. For fall 2015 data was submitted by 15 instructors that includes data from 14 courses with review of work of 363 students. Reflection surveys indicated how assessment informs course improvements. For example, COMM386 (Experiential Learning) student journal assignments will be restructured into scaffolded reports to respond to the finding that students have difficulty in connecting communication theory to internship experiences. Ann Smith, Assistant Dean in the Office of Undergraduate Studies, and Patrick Killion, Director of FIRE, presented “Scholarship in Practice: Bringing Authentic Research into General Education for Faculty, Students and Research Programs” at the Conference for Undergraduate Research in Tampa, Florida.

A fall pilot with 22 faculty extended General Education assessment to all remaining categories (with the exception of Math, which will develop an alternative assessment tool). Pilot feedback was incorporated into the General Education Assessment approach. The approach, rubrics, and instructions for use of ELMS were published on [www.gened.umd.edu](http://www.gened.umd.edu). In spring 2016 all General Education categories employed the General Education Assessment approach. Four workshops (27 total attendance) were held to introduce faculty to the assessment process.



Rubrics were published and made available in ELMS. As of July, 20 faculty have submitted assessment data.

The I-Series faculty learning community met five times each semester in both fall and spring. The meetings had a structured agenda that supported conversations about active learning strategies and teaching innovations. William Cohen, Douglas Roberts, Ann Smith, and Esther Park from the Office of Undergraduate Studies regularly attended these meetings. Such strong support and attention from the Dean's office has always been understood as a way to recognize the faculty who attend and to underscore the significance of maintaining a lively and transformative culture around General Education and undergraduate student learning. I-Series faculty members engaged in the General Education pilot and spring 2016 assessment. In a dedicated seminar meeting, the faculty reviewed the General Education assessment process and compiled data from the I-Series student survey. In the fall, 1,286 students responded. Since 2012, when the survey was launched, student reactions have been positive to the I-Series course initiative. In each semester more than 80% of students across all courses have indicated that "This course helped me to think about complex problems/issues." Open ended responses indicated that students found the courses help them think critically and creatively and in many courses learn how to work in teams (table is on page 6 and 7). I-Series faculty determined that the student survey no longer serves a useful purpose and voted to discontinue the use of the survey and focus on direct assessment of student work to guide continued improvement in the I-Series program.

The Scholarship in Practice learning outcome for gains in collaboration is not addressed in the course category rubric. As many Scholarship in Practice courses target this outcome, an ad hoc group of faculty with experience in teaching with teams (Erica Estrada-Liou, Academy of Innovation and Entrepreneurship; Melissa Hayes-Gehrke, Astronomy; Madlen Simon, Architecture; Kristan Cilente Skendall, Gemstone; Melissa Del Rios, Office of Undergraduate Studies; Ann C. Smith, Office of Undergraduate Studies; Cynthia K. Stevens, Office of Undergraduate Studies) met for one year and developed team work resources and a rubric to assess collaboration and team projects. The resources are posted at <http://www.gened.umd.edu/for-faculty/TeamProjects.html>. The group presented at the spring 2016 Innovations for Teaching and Learning Conference: "The Good, the Bad and the Ugly: Team Projects as a Teaching Tool."

The Office of Undergraduate Studies partnered with the Office of Diversity and Inclusion (ODI) to co-sponsor ODI's cultural competence course development project, which is designed to increase the number of approved cultural competence courses in General Education. The diversity faculty board reviewed 19 applications that summarized current or new courses that could be adapted to meet cultural competence learning outcomes. Of these, 16 were deemed promising and those instructors were invited to a two-day workshop held on May 25-26. The workshop focused on pedagogical approaches to increase students' awareness and understanding of various cultural lenses and to build their skills for navigating potential conflicts. Program participants received \$1000 for workshop participation and will receive another \$2000 when (a) their courses are approved for and taught under the cultural competence designation and (b) they complete a learning outcome assessment for the course.

Undergraduate Studies Teaching Awards were presented in May. Randy Ontiveros, Associate Professor of English, received the General Education Teaching Award. Awards are based on student nominations.

The Teagle Foundation is bringing the liberal arts into closer academic and intellectual alignment with professional schools and programs. The University's General Education I-Series courses developed by the College of Engineering were highlighted in the Teagle Foundation case studies from U.S. and Canadian schools of engineering (<https://www.asee.org/engineering-enhanced-liberal-education-project/case-studies>).

<b>Office of Undergraduate Studies: I-Series Student Survey data</b>				
April 11, 2016				
Percentages are students that agree or strongly agree with each statement.				
	Total number of students who completed the I-Series survey			
Questions:	1361 students	2065 students	1787 students	1286 students
	spring 14	fall 14	spring 15	fall 15
2) This course helped me to think about complex problems/issues.	81.80%	82.80%	81.30%	84.00%
3) Throughout the course the teaching and materials kept me engaged.	72.10%	71.70%	68.20%	74.40%
4) This course helped me to evaluate my perspective regarding complex problems/issues.	74.40%	76.00%	74.50%	77.40%
5) This course helped me prepare for life beyond college.	60.90%	60.90%	60.30%	62.00%
6) This course dealt with issues/problems that are relevant to me.	73.00%	73.80%	74.80%	72.60%
7) This course helped me to see and understand the political/social/economic/ (and or) ethical aspects of the issue/ problem that was the focus of the course.	80.40%	78.80%	77.10%	79.90%
8) This course helped me to learn how to work with others	66.50%	65.50%	66.40%	70.40%
9) This General Education (CORE) course was significantly different from my other CORE courses.	65.20%	67.10%	70.90%	69.50%
10) The work in this course required me to think creatively and critically.	79.00%	76.80%	76.10%	78.80%
11) I would recommend this course to a fellow student.	71.30%	70.40%	69.90%	77.70%
12) Compared to other General Education (CORE) courses this course was a good use of my time at Maryland.	68.00%	68.50%	67.10%	72.90%
14) The aspect(s) of the course that most helped me to learn were (mark all that apply).				
- Group work/ projects	34.39%	36.70%	39.40%	42.60%
- Discussion	47.13%	42.40%	40.40%	40.30%
- On-line (Elms or other system) activities	18.47%	19.00%	19.60%	16.60%

	General Summary of Student Responses
9) This General Education (CORE) course was significantly different from my other General Education courses. Please briefly explain your answer to the previous question in one or two sentences.	made them think more critically, outside the box, contained more group work
16) This course helped me to think in new ways. Please justify your answer for the previous question.	thinking critically, conceptually, creatively, more informed most responses were more specific to each course
17) The most important thing I learned in this course was ____.	critical thinking, cultural tolerance, group work most responses were specific to each course
18) If I could change ONE thing about the course that would have helped me to learn more, it would be ____.	better (interactive) lectures, less busy work

**Living-Learning and Other Special Programs Initiative**

The Office of Undergraduate Studies continued its professional development series for living-learning and other special program directors during 2015-2016. In addition, the initiative was expanded to include associate and assistant directors. The office launched a comprehensive revision of the annual review process for these programs.

With regard to directors’ professional development, two sessions each were held in fall and spring, with content selected in part from a survey of the directors’ interests (n = 24 or 75% of directors responding). These sessions were led or coordinated by Associate Dean Cindy Stevens and included the following:

- An August 19 meeting with Resident Life staff reviewed their new policy on information sharing with living-learning program directors and provided context for subsequent one-on-one meetings that discussed numbers of disruptive behavior incidents in the residence halls. Twelve directors and five Resident Life staff members attended this lunch session.
- A session on sharing innovative program initiatives was held on November 20. This was the top-rated topic based on directors’ survey responses. A total of 14 directors and Deb Grandner from Resident Life attended this session.
- On February 24, 18 directors attended an open forum session that discussed the rationale for modifying the program review process. Both directors and the Provost’s committee on living-learning and other special programs had expressed dissatisfaction with the annual reviews. This meeting led to the formation of a task force that generated a proposal for modifying the review process (see page 8).
- Finally, 21 directors attended an April 13 workshop conducted by Beth Douthirt Cohen and Domonic Rollins (from the Office of Diversity and Inclusion) and Nic Sakurai (from the LGBT Equity Center). The topic, creating a welcoming environment for gender non-conforming students, was the second most highly rated in the directors’ survey.

Several assistant and associate directors had inquired whether the Office of Undergraduate Studies would be willing to host periodic professional development workshops for them also. During spring, two workshops focused on these important staff members:

- The first, held on February 17, focused on sharing innovative practices across programs and elicited a list of topics for future sessions. Fourteen associate or assistant directors and Deb Grandner from Resident Life joined the luncheon meeting.
- The second session, entitled “Building Your Career and Leadership Skills,” was held on April 20 and involved 13 attendees (including Dennis Passarella-George and Laura Tan from Resident Life).

A volunteer task force, composed of Todd Cooke (Honors-Integrated Life Sciences), Paige Smith (Flexus and Virtus), Marilee Lindemann (College Park Scholars), Betsy Beise (Provost’s Office), and Doug Roberts, Cindy Stevens, and William Cohen (Office of Undergraduate Studies), met three times during April to reconsider and revise the annual review process for living-learning and other special programs. In responding to concerns expressed by both program directors and Provost’s committee members, this task force identified the following goals for the revised process:

1. Raise the profile and visibility of living-learning and other special programs on campus.
2. Add greater transparency to the reporting and review process.
3. Focus on more substantive issues when offering programmatic feedback, thereby leading to continuous improvement in all programs.
4. Facilitate ongoing dialog between Provost’s committee and program directors.
5. Disseminate understanding of best practices in living-learning and other special programs.

The final proposal entails moving (after a transitional year) to staggered, in-depth reviews on a four-year rotating basis with a larger and more diverse committee. Reports for the in-depth review process will be tailored more directly to each program’s goals and evidence concerning how well these goals are being met. The Office of Undergraduate Studies launched an ELMS website to provide information about these upcoming changes and post meeting notes, and arranged for six town hall meetings to coincide with programs’ orientation schedules to discuss the proposed changes, solicit input, and disseminate information.

### **Phi Beta Kappa**

Phi Beta Kappa (PBK) had a successful year. The Office of Undergraduate Studies supported the election process of the University’s Gamma Chapter of Phi Beta Kappa by reviewing about 1,500 student records, preparing materials for the PBK Members in Committee, responding to hundreds of inquiries, notifying elected students, and organizing the 52<sup>nd</sup> induction ceremony and reception at the Clarice Smith Performing Arts Center. This year’s ceremony featured as speaker Robert Levine, Professor of English. The quality and breadth of the students’ academic accomplishments were celebrated with families and friends. The chapter, in collaboration with the Honors College, has been awarded a Phi Beta Kappa Visiting Scholar in spring 2017, Philip Kitcher, John Dewey Professor of Philosophy at Columbia University. The visiting scholar program is to contribute to the intellectual life of campuses by making possible an exchange of ideas between the visiting scholars and the resident faculty and students.

2015-2016 Gamma Chapter Officers were: Carol Keefer, President; Judith Hallett, Immediate Past President; Christina Walter, Vice President; Denis Sullivan, Executive Secretary; and William Stuart, Historian.

### **Pre-Transfer Advising Program**

The Pre-Transfer Advising Program (PTA) provides advising to prospective transfer students, assesses students' readiness to transfer to the University of Maryland, and estimates time to degree completion. Advisors work with students from community colleges and four year schools, and consult staff at Maryland community colleges.

During 2015-2016, advisors worked with approximately 2,000 individuals through walk-in appointments, online chats, telephone meetings, scheduled appointments, or information sessions. The advisors piloted an advising information session that was well received by prospective transfer students and there are plans to offer more sessions next year. Group sessions expand opportunities for students to be advised. PTA staff members also supervised an engineering student's service requirement for the Research, Instruction, Service and Entrepreneurship program, and sponsored a graduate student's practicum experience for the University's Higher Education master's program.

Advisors Megan Forbes Cleaver and Leah Howell were awarded the 2016 College Student Educators International's Innovative Academic Support Initiative. This award is presented to an individual or group who has shown innovation in the development of new or redesigned programs, practices, and collaborations to enhance academic support on an individual campus or within the larger field. The recognition ceremony was held in Montreal in March at the annual American College Personnel Association conference.

The advisors made 12 visits to community colleges to participate in transfer fairs, meet with community college advisors and colleagues, and provide assistance to prospective transfer students. Campuses visited include Prince George's Community College, Montgomery College, College of Southern Maryland, Anne Arundel Community College, and Howard Community College. During these visits, PTA staff advised 400 prospective students.

### **Student Success Office**

The Student Success Office (SSO) supports the retention and graduation of all students by providing informational resources and initiatives for students, and advising workshops and professional development for academic advisors. SSO also oversees the reenrollment process.

Students experiencing academic difficulty are contacted by SSO at least twice during their probation and receive information on resources to support their academic success. Students on probation are notified to meet with an advisor once grades are posted, and students are reminded again mid-semester. Students who are dismissed are notified a third time and are asked to assess their academic plans and given information about the reenrollment process.

At the end of the fall 2015 semester, 766 students were put on probation and 179 students were academically dismissed. Three hundred and seven students were placed on probation at the end of spring 2016 and 489 students were dismissed.

During 2015-2016, SSO staff processed 857 reenrollment applications (471 readmission and 386 reinstatement) for fall, and 588 reenrollment applications (299 readmission and 289 reinstatement) for spring. Each reinstatement application is reviewed by two members of the

faculty petition board. The SSO uses proactive advising and early intervention to assist students on probation to avoid academic dismissal.

SSO staff members meet regularly with campus offices including Learning Assistance Services, Resident Life, Student Conduct, Student Success Initiative, and many college and departmental advisors. Advisors best understand the ways in which other units support students' academic success. This information is being used to develop an online campus-wide program for students on probation.

SSO staff also facilitated three workshops with a total participation of approximately 70 academic advisors. The workshop topics included transfer advising and the implementation of the new academic clemency policy. Detailed information on the reenrollment process was also shared at the regional National Academic Advising Association Conference.

During 2015-2016, SSO began an advisor reading group, open to all academic advisors on campus. In the fall, the advisor reading group met three times to discuss retention initiatives that take place in each college. These gatherings continued into spring, when the group also met three times to discuss major selection and the integration of career development within the curriculum. Advisors were provided an opportunity to learn from colleagues across campus and to bring back innovative practices to their own college or department. The group continues to meet in the summer and will report on their progress and present on how its findings play out on campus during the annual Undergraduate Advising Conference.

SSO began to assess the impact of academic actions for students who were dismissed since spring 2012. Academically dismissed students are often asked to take 24 credits elsewhere and then reapply. The Office of Institutional Research and Assessment (IRPA) has provided important data to best assess these students. Through the Campus Assessment Working Group, SSO and IRPA are also working on a survey of current students who were on academic probation in fall 2014 and have since been academically successful. The survey aims to highlight any recurrent themes that lead a student to transition from academic probation to good academic standing.

SSO is providing advising and technical support to the new Student Affairs Student Success Initiative website. SSO staff met with student volunteers to map out their goals and are working closely with Mark Kuhn, Director of Communications and Web Development in the Office of Undergraduate Studies, to create a new, student friendly website.

This year SSO continued to lend support to students from the Knowledge is Power Program (KIPP) schools through one-on-one advising appointments. Four of the eleven students met with staff to reflect on their transition to the University of Maryland. Plans are underway this summer to provide greater support to entering 2016 KIPP students.

At least one member of the Student Success Office serves as co-chair of the Annual Undergraduate Studies Advising Conference. The conference is designed to provide professional development and career growth for professional, faculty, and graduate assistant advisors, and provides the opportunity for advisors to share college and department initiatives.

## **ACADEMIC ACHIEVEMENT PROGRAMS**

**Executive Director: Jerry L. Lewis**

**[www.aap.umd.edu](http://www.aap.umd.edu)**

Established in 1990, the Academic Achievement Programs (AAP) is an administrative umbrella for five programs that provides organizational structure to render academic and personal support, mainly to first generation and low income students at the University of Maryland.

Over the past year, the University of Maryland Educational Opportunity Center (UMD-EOC) continued strong recruitment efforts with families in Prince George's County. UMD-EOC partnered with Prince George's Community College and Prince George's County Library System to increase the number of low income families completing the Free Application for Federal Student Aid (FAFSA) and enrolling in post-secondary education programs. In addition, UMD-EOC partnered with Prince George's Community College Veterans Upward Bound Program to provide financial literacy and entrepreneurial mindset workshops to veterans to enhance their post-secondary education enrollment. UMD-EOC's partnership with Prince George's County Economic One Stop Workforce and Youth Division continues to connect UMD-EOC participants who need educational services and advice on transiting from one career to another career or post-secondary education. UMD-EOC continued partnerships with Prince George's County 202 Coalition and the Latin American Youth Center-Maryland Multicultural Youth Center.

The McNair Scholars Post-Baccalaureate Achievement Program hosted the 17th National Conference for McNair Scholars and Undergraduate Research in March. Over 300 people attended the conference, representing approximately 40 universities, more than 55 graduate school exhibitors and recruiters (including ten University of Maryland colleges), and faculty, staff, and keynote speakers from across the country. The conference continues to be a national attraction for the display and exchange of academic research and ideas, and for introducing a diverse group of high academic achievers to the University and its graduate programs. McNair Scholars have also presented their research from the McNair Summer Research Institute at more than 25 national conferences and have received notable recognition for their research and scholarship. McNair Scholars have been the recipients of: the University of Maryland's Graduate McNair Fellowship; Mark and Trayce Turner Scholarship from the School of Public Health; Undergraduate Researcher(s) of the Year Award; and President's Commission on Ethnic Minority Issues Undergraduate Student Award, to name a few. The McNair Scholars have embraced the concept of global citizenship and the value of educational diversity by enrolling in Education Abroad programs in countries such as South Africa, India, Thailand, Spain and Ecuador over the past year. Twenty McNair Scholars graduated this year, of which 14 (70%) have been accepted into PhD and master's programs and will attend: Stanford University, George Washington University, University of Missouri, University of Connecticut, Howard University, Georgia State, Indiana University, and the University of Maryland.

Student Support Services (SSS) hosted several events this year. During the Summer Transitional Program (STP), 127 students were involved in a highly structured six-week residential academic "boot camp," participated in cultural experiences at the Kennedy Center and George Mason

University, and attended a professional etiquette dinner/training. SSS hosted additional events that included a toy drive for low-income children and Good Neighbor Day, an opportunity to give back to the community by cleaning and beautifying local parks and neighborhoods. AAP invited veteran AAP students to present on their experiences pursuing the fields of business, journalism, and law. SSS launched the student-to-student (S2S) peer mentoring program that connects first-year students with upper-class students to provide extra support in areas related to their growth and development as college students.

The Intensive Educational Development (AAP-IED) English component provided support to 58 students from the STP who enrolled directly into English 101 in the fall and worked with 64 students from STP in the fall to prepare them for English 101 in the spring. Of these students, 97% passed the course with a C grade or better. For the AAP Reach Up-Reach-out Initiative, the component assisted 23 upper-class students in their writing projects across the curriculum. Fifty-eight students enrolled in English 101 in spring. Of these students, 92% passed the course with a C or better.

The AAP-IED math component provided support to 11 math courses over 23 sections for 122 AAP students who were placed and enrolled in a fall math course during their first year. Of the 122 students, 90 (74%) earned a grade of C or better in their math course. In the spring, AAP supported 113 students in 21 sections. A General Math Application course was offered to students not enrolled in a math course.

AAP-IED College Study Skills (CSS) component worked in collaboration with Learning Assistance Service to provide a joint Guided Study Session and Supplemental Instruction training workshop twice. The CSS coordinator offered two GRE informational workshops, one co-sponsored with the College of Arts and Humanities Office of Student Affairs and one offered to the members of the National Student Speech Language Hearing Association in the College of Behavioral and Social Sciences. The CSS component will offer the workshop to the School of Public Health next year.

Academic Success and Tutorial Services (ASTS) had an impressive year of growth as a campus-wide peer tutoring program to serve students in high-risk courses in which 10% or more typically receive D, W, or F grades. ASTS provided tutoring to 745 students during the fall and spring semesters. Ninety-three percent of the students receiving ASTS tutoring this academic year were non-AAP students.

Executive Director Jerry Lewis continued efforts to provide business attire for low-income and first generation first- and second-year AAP students. This was a very successful year for this initiative. Dr. Lewis secured support from a Baltimore nonprofit organization, Dress for Success, Inc., to suit 28 female students in two new business outfits, including suits, purse, shoes, accessories and a make-up session with a stylist. Support from a private donor provided business attire to 25 male AAP students. The clothes were purchased at Men's Warehouse and included a suit, shirt, tie, belt, and shoes.

Dr. Tilahun Beyene, AAP Associate Director, was recognized for 35 years of service and Muniru Amusat, EOC Administrative Assistant, was recognized for fifteen years of service to the



University and AAP. AAP hired two new staff members: Migdalia Maldonado, SSS Counselor/Advisor; and Jenae Wilson, SSS Editorial Assistant. The former Editorial Assistant, Giselle Denbow, was promoted to program management specialist.

### Comparative Student Data by Program

#### UMD Educational Opportunity Center: 2014-2015 and 2015-2016

	2014-2015 <sup>1</sup>	2015-2016 <sup>2</sup>
<b>Total No. of Students</b>	<b>1039</b>	<b>625</b>
Continuing Participants	616	519
New Participants	423	106*
<b>Gender (new participants)</b>		
No. Female	587	335
No. Male	452	290
<b>Race/Ethnicity(new participants)</b>		
No. American Indian/Alaska Native	3	4
No. Asian/Asian American	16	9
No. Black/African American	586	281
No. Hispanic/Latino	382	311
No. White	18	5
No. Native Hawaiian or Other Pacific Islander	5	0
No. More than one Race Reported	29	15
<b>UMD-EOC Objectives</b>		
a. No. of GED eligible participants enrolled in GED	0	0
b. No. of Not Already Enrolled Participants assisted in applying for Financial Aid	347	625
c. No. of Not Already Enrolled Participants assisted in applying for admissions	349	620
d. No. of Not Already Enrolled Participants now enrolled or re-enrolled in college/postsecondary education	270	187

<sup>1</sup> Year 2014-15 Data above are based on Annual Performance Report that was submitted to the Department of Education.

<sup>2</sup> Year 2015-16 data reported are current only through May 2016. The UM-EOC program year ends on August 31, 2016.

\*Data are still being collected for UMD-EOC Objectives.

### Ronald E. McNair Post Baccalaureate Achievement Program for 2014-2015 and 2015-2016

	2014-2015 <sup>1</sup>	2015-2016 <sup>2</sup>
<b>Total No. of Students</b>	56	52
No. Continuing Students	34	34
No. of New Students	22	18
<b>Gender</b>		
No. Female	36	31
No. Male	20	21
<b>Race/Ethnicity</b>		
No. Asian/Asian American	4	4
No. Black/African American	43	37
No. Hispanic/Latino	6	8
No. White	2	3
No. More than one Race Reported	1	0
No. of Scholars who graduated	22	20
No. of Scholars who enrolled in post-baccalaureate program the following fall	12	14
No. of previous participants who received doctorate	TBD	12

<sup>1</sup> Similar to data submitted to U.S. Department of Education

<sup>2</sup> Because the McNair Project year does not end until September 30, the data for 2015-2016 are preliminary.

### Student Support Services/Intensive Educational Development: 2014-2015 and 2015-2016

	2014-2015	2015-2016	2014-2015 Expansion Tutoring	2015-2016 Expansion Tutoring
<b>Total No. of Students</b>	263 <sup>1</sup>	160 <sup>2</sup>	608	745
<b>No. of New Students</b>				
STP	113	123	--	--
Fall	111	123	--	--
Transfers	1	1	--	--
<b>No. of Students Enrolled (Non-AAP)</b>				
Fall	--	--	234	415
Spring	--	--	374	330
<b>Gender (Fall and Spring students)</b>				
No. Female	74	72	386	491
No. Male	38	52	222	233
No. Unreported				21
<b>Race/Ethnicity (Fall and Spring students)</b>				
No. American Indian/Alaska Native	2	1	0	0
No. Asian/Asian American	8	13	94	94
No. Black/African American	62	55	108	166
No. Hispanic/Latino	25	29	54	85
No. White	10	15	293	315
No. More than One Race Reported	5	11	23	29
No. Not Reported	0	0	15	38
No. International/Foreign	0	0	21	18
<b>Retention/Graduation</b>				
1 <sup>st</sup> Year Retention	See note <sup>3</sup>	See note <sup>3</sup>	--	--
2 <sup>nd</sup> Year Retention	See note <sup>3</sup>	See note <sup>3</sup>	--	--
Degrees Awarded	91 <sup>4</sup>	81 <sup>5</sup>	--	--

<sup>1</sup>Number of returning students who received one or more services this academic year. The roster of STP 2014 and students who returned for the fall of 2014 totaled 871 students.

<sup>2</sup>Number of returning students who received one or more services this academic year (Academic Achievement Only). The roster of STP 2015, students who returned for the fall 2015 semester and non-AAP students who received services totaled 906 students.

<sup>3</sup> Not reported by IRPA for academic year.

<sup>4</sup>The number of students who graduated in the spring 2015 and summer 2015 semesters.

<sup>5</sup>The number of students who graduated at the end of the fall 2015 semester (27) and those who applied for spring 2016 (54) graduation, which is pending upon confirmation of degree.

**Developmental Heuristics (EDCI288D & EDCI288E) & College & Career Advancement (EDCP108E) Course Enrollments:**

Semester	EDCI288D		EDCI288E		EDCP108E	
	Seats Offered	Seats Issued	Seats Offered	Seats Issued	Seats Offered	Seats Issued
Summer 2014	N/A	N/A	N/A	N/A	130	110
Summer 2015	N/A	N/A	N/A	N/A	130	123
Fall 2014	150	112	N/A	N/A	N/A	N/A
Fall 2015	150	124	N/A	N/A	N/A	N/A
Spring 2015	N/A	N/A	150	114	N/A	N/A
Spring 2016	N/A	N/A	150	124	N/A	N/A

**External Resource Acquisitions**

External Resource	FY2016	FY2015
SSS Grant Continuation	395,681	395,681
McNair Grant Continuation	276,996	262,508
EOC Grant Continuation	263,047	263,047
<b>Total External Resource Acquisitions</b>	<b>\$935,724</b>	<b>\$921,236</b>

## **AIR FORCE RESERVE OFFICER TRAINING CORPS**

**Commander: Colonel David F. Morrissey**

**[www.afrotc.umd.edu](http://www.afrotc.umd.edu)**

The Air Force Reserve Officer Training Corps (AFROTC) had an inspiring 2015-2016 academic year. This year AFROTC focused on building leaders of character, to reflect on the rich history and legacy of the program, and to deliberately develop students' appreciation that being a military officer is a noble way of life. In the end, 11 new officers were commissioned as second lieutenants into the U.S. Air Force. Also, many cadets and cadre members received local, regional, and national recognition for their hard work and dedication.

Detachment personnel interviewed 62 high school seniors competing for national AFROTC scholarships. Ten scholarship winners will begin the program in fall 2016. In addition, AFROTC administered the Military Studies minor with nine students in pursuit and three completing the minor. Faculty provided academic advising to 12 Air Force Nursing Educational Commissioning Program students, reviewing their academic plans to keep them on track for graduation.

In summer 2015, 22 cadets successfully completed a four-week field training course and became upper-classmen in AFROTC. Three of these cadets were recognized as distinguished graduates, an honor reserved for the top 10% of the graduates. Two were also identified as superior performers, the second highest honor available to trainees. In preparation for summer 2016, 27 more cadets were selected to attend field training, which represents a significant increase in attendees and a 100% acceptance rate from Detachment 330.

A select group of cadets earned national honors from the Arnold Air Society (AAS), a service organization affiliated with AFROTC. These cadets, active members of the Frank P. Lahm Squadron of AAS, were selected as #1 out of 47 large squadrons and earned the prestigious Lyndon B. Johnson Cup for leading the best training program in the nation. In addition, Cadet Kenneth DiGiovanni was named the best cadet trainer in the northeast region.

Also this year, building on the successes of the Pilot Training Program (PTP), a small team of cadets continued the campus Diamondback Flying Club. Cadets began this club to foster interest in aviation among University students. The club already has an active roll of 30 members. The Diamondback Flying Club is both an interest and an awareness group as well as a recruiting tool for the Pilot Training Program and AFROTC. Through the PTP, 14 members successfully completed ground school, and members conducted over 100 supervised flying hours. Colonel David Morrissey, the detachment commander and a C-17 cargo aircraft pilot, personally invested time and effort in both of these organizations, leading professional development sessions and flying 10 hours.

In the spring, AFROTC hosted an annual awards banquet at which Brigadier General Richard Murphy, the Air Force Chief of Mobility Manpower, Personnel and Services, served as keynote speaker. At the banquet, over 40 cadets were honored with awards and scholarships

worth \$5,000 from local and national organizations such as the Uniformed Services Automobile Association, the Air Force Association, and Air Warrior Courage Foundation.

Throughout the year, the cadets demonstrated the Air Force core value of “service before self” through their involvement with Arnold Air Society. In all, these cadets performed over 600 hours of community service on and around the University of Maryland campus, leading to the awards described above. Another AFROTC service organization, the Maryland Honor Guard, represented the University and the Air Force at 50 events, including many University NCAA football and basketball games, as well as a performance for the Chief of Staff of the U.S. Air Force at the annual Air Force Charity Ball.

Overall, the team spent countless hours, days, and weeks building leaders of character and extending the legacy of Air Force ROTC at the University of Maryland. Considering these accomplishments, it came as no surprise that two of the cadre members were nationally recognized by the Air Force as award winners for their exemplary work performance, community involvement, and self-improvement.

This was also a year of transition for the program, losing two assistant professors and a recruiting officer, to be replaced in the summer. The detachment also executed a move to the Armory building in renovated spaces. The AFROTC cadre is preparing for the 2016-2017 school year, which will be exciting with the new home in the Reckord Armory, the introduction of Naval ROTC to the University, and more opportunities to build leaders of character for the U.S. Air Force.

### Comparative Student Data

<b>Students</b>	<b>FY2015</b>	<b>FY2016</b>
# of new admits	170	177
Total # in program at the end of the fall semester	97	133
# of commissions	17	11
# of students in minor	15	9
# of minors awarded	6	3

### Course Summary Data

<b>Fall Courses</b>	<b>Fall 2014</b>		<b>Fall 2015</b>	
	<b>Seats Offered</b>	<b>Seats Issued</b>	<b>Seats Offered</b>	<b>Seats Issued</b>
ARSC100	129	82	129	82
ARSC200	82	77	82	47
ARSC300	40	21	40	26
ARSC400	36	19	36	20
ARSC059	200	160	200	135
<b>Totals</b>	<b>487</b>	<b>369</b>	<b>487</b>	<b>310</b>

Spring Courses	Spring 2015		Spring 2016	
	Seats Offered	Seats Issued	Seats Offered	Seats Issued
ARSC101	108	48	108	54
ARSC201	74	31	74	27
ARSC301	42	19	42	27
ARSC401	48	18	48	16
ARSC059	250	101	250	101
<b>Totals</b>	<b>522</b>	<b>217</b>	<b>522</b>	<b>225</b>

**External Resource Acquisition**

**FY2016**

During this academic year, AFROTC students acquired \$284,920 in tuition payments, \$14,700 in book stipends, and \$87,400 in other stipends from the US Air Force (total \$384,020).

**FY2015**

During this academic year, AFROTC students acquired \$343,749 in tuition payments, \$18,000 in book stipends, and \$195,339 in other stipends from the US Air Force (total \$557,088).

## **ARMY RESERVE OFFICER TRAINING CORPS**

**Director: LTC Larry Rentz**

**[www.armyrotc.umd.edu](http://www.armyrotc.umd.edu)**

The Army Reserve Officer Training Corps (ROTC) continues to rank among the best programs in the region and nation. Nationally, the University's Army ROTC falls under the direction of the United States Army Cadet Command. Cadet Command is comprised of 275 programs located at colleges and universities throughout the 50 states, the District of Columbia, and Puerto Rico. Each summer, approximately 5,000 junior-level cadets from the nation's 275 programs attend the Cadet Leadership Course (CLC) at Ft. Knox, KY. The University sent 25 cadets to CLC in the summer and all successfully completed the rigorous training. Additionally, 85% of the cadets received one of their top three choices of career field and component of assignment on active or reserve duty.

Regionally, Army ROTC falls under the direction of the United States Army Command's 4th Brigade. This brigade has oversight of 38 schools' ROTC programs, spread over six states: South Carolina, North Carolina, Virginia, West Virginia, Maryland, and Delaware. Army ROTC continues to exceed all Army requirements in selecting and commissioning high-quality cadets of character in service to the country. For the past three years, Army ROTC has commissioned over 20 Second Lieutenants each year, which is more than most programs of comparable size.

This year the program moved from Cole Student Activities Center to the Reckord Armory at the conclusion of the fall semester. The renovated facility is a significant improvement for the program. All administrative offices were consolidated to one floor and cadets now have an adequate lounge in which to study, conduct meetings, and conduct training. Naval and Air Force ROTC joined Army in Reckord Armory at the end of the spring semester. Collaboration among the three programs is enhanced by the shared facility.

Army ROTC cadets increased their involvement in community service this year, through support to Junior ROTC (JROTC) programs at local high schools. Over 50 cadets assisted with unit inspections, acted as guest speakers, and provided mentoring to over 300 cadets at six different high schools. In the fall, Army ROTC also hosted the Concerned Black Men of Prince George's County and 50 middle school students for a day of team building and goal setting. In the spring, Army ROTC cadets hosted 40 Air Force JROTC cadets from Herbert Flowers High School in Lanham, MD, and 50 students from Langston Hughes High School in Atlanta, GA, for tours of the campus and question-and-answer sessions.

In October, Army ROTC conducted the first Army Branch Day at Tipton Airport at Fort Meade, MD. The event brought Active Duty, Reserve, and National Guard officers together to provide information to Army ROTC cadets about various careers in 24 branches and three components of the Army. Cadets interested in Army aviation were able to take an orientation flight on a Blackhawk helicopter with the Maryland Army National Guard. In March, representatives from the U.S. State Department, Secret Service, Federal Bureau of Investigation, and Department of Homeland Security provided lectures on the cooperation

among their agencies and the Army. Presenters also discussed career opportunities and advantages of serving in the Army and their agency.

Army ROTC submitted a proposal for an Army Leadership Minor. The proposal was approved by the Undergraduate Studies Programs, Curricula, and Courses Committee (PCC) and is awaiting review by the Senate PCC in the fall. Creation of a Leadership Minor will bring Army ROTC into alignment with many other Army ROTC programs across the country. Cadet Command completed the overhaul of its curriculum this fall. Instruction continues to be student centered with limited lecturing. Each level of the Army classes has individual measurable outcomes and they build upon each other. All classes focus on developing critical thinking skills and character development. Students are encouraged to participate in summer language and cultural studies programs provided through Cadet Command and the University’s language programs. This summer nine cadets participated in Army-sponsored Cultural Understanding Language Proficiency (CULP) in Bulgaria, Burkina Faso, Cambodia, Estonia, Gabon, Morocco, and São Tomé. In addition to CULP, one cadet studied Chinese in Taiwan during the summer as a part of the Defense Language and National Security Education Office’s Project Global Officer, and one cadet studied Arabic at the University as a part of the Flagship Language Program’s Summer Institute.

At the request of the University President, Lieutenant Colonel Larry Rentz, along with the Naval and Air Force Program Directors, participated in the spring commencement ceremony, as a part of the University faculty and athletic coaches. This was well received by the University and will become an annual event.

Army ROTC welcomed new staff members this year: Lieutenant Colonel Larry Rentz, Director; Master Sergeant Elias Rosado, Senior Military Science Instructor; Captain Alama Rush, Assistant Professor of Military Science; Janice Blackwell-Colmore, Human Resources Assistant; and Cynthia Shaw, University ROTC Coordinator. The addition of the University ROTC coordinator position will provide administrative assistance with University related matters.

This year the Army ROTC program made strides to become an integral part of the University. Army ROTC will continue to implement activities and programs to demonstrate its commitment to being a full partner in the community and provide excellent instruction in leadership and character.

### Comparative Student Data

<b>Students/Degrees</b>	<b>FY2015</b>	<b>FY2016</b>
# of new admits	New Freshmen: 39 Transfer: 7	New Freshmen: 35 Transfer: 3
Total # in program	End of year: 106	End of Year: 95
# of commissions	23	29



### Course Summary Data

Courses/Seats	FY2015	FY2016
# of courses offered	9 (four levels, 2 semesters each)	8 (four levels, 2 semesters each)
# of seats offered	<b>270 Fall Semester:</b> Army 101: 60 Army 103: 80 Army 201: 60 Army 301: 40 Army 401: 30 <b>190 Spring Semester:</b> Army 105: 80 Army 202: 40 Army 302: 40 Army 402: 30	<b>210 Fall Semester:</b> Army 106: 80 Army 201: 60 Army 301: 40 Army 401: 30 <b>190 Spring Semester:</b> Army 105: 80 Army 202: 40 Army 302: 40 Army 402: 30
# of seats issued	<b>166 in Fall 14:</b> Army 101: 38 Army 103: 46 Army 201: 32 Army 301: 25 Army 401: 25 <b>105 in Spring 15:</b> Army 105: 32 Army 202: 25 Army 302: 22 Army 402: 26	<b>99 in Fall 15:</b> Army 106: 26 Army 201: 25 Army 301: 23 Army 401: 25 <b>93 in Spring 16:</b> Army 105: 27 Army 202: 18 Army 302: 23 Army 402: 25
<b>Totals seats issued</b>	<b>271</b>	<b>192</b>

### External Resource Acquisition

	FY2015	FY2016
\$ amounts of scholarships and non-scholarship stipends awarded	\$952,667	\$1,102,439

<b>Breakdown:</b>	<b>FY2015</b>	<b>FY2016</b>
Tuition and University fees:	\$ 624,017	\$ 762,539
Book allowance:	\$ 54,000	\$ 55,800
Stipends awarded:	<u>\$ 274,650</u>	<u>\$ 284,100</u>
<b>TOTAL</b>	<b>\$ 952,667</b>	<b>\$1,102,439</b>

## **ASIAN AMERICAN STUDIES PROGRAM**

**Director: Janelle S. Wong**

**[www.aast.umd.edu](http://www.aast.umd.edu)**

The Asian American Studies Program (AAS) at the University of Maryland provides students with the opportunity to critically study the experiences of Asian Americans. Through an interdisciplinary academic curriculum and student-centered programming, students examine the histories, communities, and cultures of people of Asian origin in the United States. The curriculum and programs reflect historically marginalized perspectives and underscore the University's commitment to supporting the intellectual development of a diverse student population.

AAS offers a 15-credit minor program for students who wish to develop a specialization in Asian American Studies alongside their degree pursuits. It also offers robust academic and student-centered programming that highlights key themes in Asian American Studies, including literature and the arts, demographic change, race and politics, and leadership development.

AAS was the recipient of a major \$1.2 million gift in spring 2016 from Dr. Paul Li and the Calvin J. Li Memorial Foundation. This gift endows a postdoctoral position in AAS to support a recent PhD with expertise in the issues facing second-generation adolescents and children of immigrants to the United States. A focus of the fellowship program is research on how children of parents from Asian backgrounds navigate family, community, and life in the United States. Over the two-year fellowship period, the Li Fellow will teach two courses for the program and offer workshops and lectures, raising the program's national profile as well as strengthening the teaching and research resources available to AAS students.

The program also received a gift to endow a new TerpStart scholarship, the second endowed scholarship gift it has received within the last two years. The Tablang-Jimenez (endowed in 2015) and Nguyen Family (endowed in 2016) scholarships both support low-income students involved in AAS.

Dr. Janelle Wong, Director of AAS, received a \$500,000 grant from the National Science Foundation as a Co-Principal Investigator (PI) for a project on Asian American integration and civic participation in U.S. society. She is co-PI on the project with scholars from three other institutions.

More than 700 students took AAS courses in 2015-2016 and 40 students were enrolled in the AAS minor program. Despite these high enrollment numbers, during this academic year Dr. Wong was the only core/tenure-track faculty member teaching in the program (as the other core faculty member was on sabbatical). Even with minimal permanent teaching faculty, AAS maintained strong enrollments in more than 25 classes offered. For example, AAS increased seats in the Introduction to Asian American Studies class from 40 (in spring 2015) to 70 (in fall 2015), with all seats filled. The program has also grown over time: four years ago, in 2012, just 22 students were enrolled in the AAS minor.

AAST strives to update and improve course offerings on a continuing basis through periodic assessment and innovative partnerships. This year, AAST prioritized diversity and inclusion in those offerings. As part of this ongoing effort, AAST expanded its course offerings to address underrepresented Asian American subgroups, including Pacific Islanders and Southeast Asian Americans. AAST launched a new outreach initiative to Pacific Islander students (contacting about 100 students about Pacific Islander-specific programming) and hired a specialist in Pacific Islander Studies as an instructor to teach a course on Transpacific Sexualities. An expert in Southeast Asian and refugee communities was also recruited to teach Refugee Studies Remixed: Resettlement, the Second Generation, and Beyond.

With strong staff support, AAST continues to include programming to explicitly address issues and policies related to undocumented immigrant students. In October, AAST staff participated in a College Ready session for students, including undocumented students, at Paint Branch High School. AAST staff also participated in an UndocuTerp Training offered by the Office of Multicultural Involvement and Community Advocacy. AAST worked closely with Kumea Shorter-Gooden (Office of Diversity and Inclusion) and Warren Kelley (Assistant Vice President for Student Affairs) to create a working group of campus administrators dedicated to fostering a more inclusive campus climate for undocumented students. AAST sponsored a standing-room-only event in the Stamp Student Union on Immigrant Sanctuary Cities in the fall. With support from a 2015 Moving Maryland Forward grant, AAST developed a website to serve as a resource for students, staff, and faculty working with undocumented students at the University.

Of the 24 classes offered during the current reporting period for which AAST was the primary unit offering the course (rather than the secondary, cross-listing another unit’s course), AAST filled 89% of its seats. AAST is clearly meeting an important curricular demand at the University.

**Comparative Student Data**

	Minors Enrolled	Minors Awarded
Spring 2015	44	17
Spring 2016	40	15

## Course offerings and enrollment

<b>Fall 2014 Course</b>	<b>Seats Issued</b>	<b>Seats Offered</b>	
AAST 200/AMST 298C	40	40	
AAST 201/HIST 221	68	80	
AAST 233/ENGL 233	27	30	
THET290/AAST298R*	15	25	
AAST 378	2	5	
AAST 388	5	5	
AAST 398D/AMST328J	32	35	
AAST398E/AMST328V	37	40	
AAST 398L	18	15	
AAST498F/AMST418V/HIST429C	10	20	
EDCP 418A/AAST 498I*	19	19	
AAST498M/AMST418N	17	20	
AAST498T(AAST443)/AMST498J/GVPT368C	40	40	
AAST498Y/AMST418W	34	35	
<b>Fall 2014 Semester Totals:</b>	<b>364</b>	<b>409</b>	<b>89.0%</b>
<b>Spring 2015 Course</b>	<b>Seats Issued</b>	<b>Seats Offered</b>	
AAST 200/AMST 298C	40	40	
AAST 201/HIST221	35	40	
AAST222/HIST 222	39	40	
AAST 233/ENGL 233	34	35	
AAST378	4	3	
AAST388	25	30	
AAST 398L	41	40	
AAST398N/AMST328D	23	20	
AAST398O/AMST328E	27	35	
HIST428F/AAST398R*	19	20	
AAST498V	16	15	
AAST498Z/AMST418P	33	35	
<b>Spring 2015 Semester Totals:</b>	<b>336</b>	<b>353</b>	<b>95.2%</b>
<b>FY2015 Totals:</b>	<b>700</b>	<b>762</b>	<b>91.9%</b>

\*Cross-listed course, AAST not primary department

<b>Fall 2015 Course</b>	<b>Seats Issued</b>	<b>Seats Offered</b>	
AAST 200/AMST 298C	70	70	
AAST 222/AMST298Z;IMMR219A	39	40	
AAST 233/ENGL 233	33	35	
*THET290/AAST298R	16	50	
AAST 378	0	5	
AAST 388	6	5	
AAST398A/AMST328O	22	35	
AAST 398D/AMST328J	29	35	
AAST398E/AMST328V	34	38	
AAST498E/WMST498C;LGBT448E;AMST418T	28	30	
*EDCP 418A/AAST 498I	12	20	
*AMST498A/AAST498K;IMMR419F	26	35	
AAST498Y/AMST418W	31	35	
<b>Fall 2015 Semester Totals:</b>	<b>346</b>	<b>433</b>	<b>79.9%**</b>
<b>Spring 2016 Course</b>	<b>Seats Issued</b>	<b>Seats Offered</b>	
AAST 200/AMST 298C	50	50	
AAST378	3	3	
AAST388	23	30	
AAST 398E/AMST328V/IMMR319G	38	38	
*ENGL349J/AAST398J	29	29	
AAST398L	41	40	
AAST398T/ENGL349T	28	30	
AAST398V/AMST328P/WMST498I	20	20	
AAST398W/AMST328I	27	25	
AAST398X/IMMR319D/USLT498V	11	20	
AAST398Y/IMMR319J/AMST399X	24	30	
AAST443/GVPT368C/AMST498J	40	40	
*EDCP498A/EDCP798A/AAST498A	7	20	
AAST498G	0	2	
AAST498M/AMST418N	20	20	
<b>Spring 2016 Semester Totals:</b>	<b>361</b>	<b>397</b>	<b>90.9%**</b>
<b>FY2016 Totals:</b>	<b>707</b>	<b>830</b>	<b>85.2%**</b>

\*Cross-listed course, AAST not primary department

\*\*Note that in terms of seats filled, when courses for which AAST was not the primary are excluded, seat filled ratios are 89% for Fall 2015, 88% for Spring 2016 and 89% for FY2016 total.

## External Resource Acquisition

### FY2016

\$1,200,000	Calvin J. Li Fellowship in Asian American Studies
\$ 6,281	Other private gifts
\$ 17,932	National Science Foundation (NSF) subaward to the University, majority of NSF funds committed to data collection and survey of Asian Americans (Janelle Wong PI time and Undergraduate Research Assistants)

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**\$1,224,213 TOTAL**

## **BEYOND THE CLASSROOM**

**Director: James V. Riker**

**[www.beyondtheclassroom.umd.edu](http://www.beyondtheclassroom.umd.edu)**

Seeking to inspire and prepare students for active citizenship and leadership on important and timely civic issues, Beyond the Classroom (BTC) featured two thematic series with a total of 30 award-winning documentary films, 16 civic learning events, and six seminars on a wide array of pressing issues at the national and global levels. Themes included:

- “Ensuring a World Fit for Children? Rethinking Our Civic Responsibilities:” examining the challenges and lessons for improving the status, well-being, and opportunities for the advancement of children in the context of the United Nation’s Sustainable Development Goals for 2030, as well as educational strategies for empowering children to play leadership roles in solving problems in their communities in Bangladesh, India, Uganda and the United States.
- “People Power: Activism for Social Change:” examining the factors that lead to successful nonviolent protests and citizen initiatives for social change, focusing on the pioneers of the women’s movement, the lessons of successful worker-led movements for improving working conditions and compensation, the role of grassroots environmental activism in addressing the global climate crisis, and citizen-led initiatives for government accountability in Egypt, Estonia and the United States.

Beyond the Classroom continued to expose students to prominent figures as well as nonprofit and civil society leaders engaged in addressing vital social issues through both on- and off-campus civic learning events focused on global climate change, HIV/AIDS, human rights, nuclear proliferation, peace, sustainable development, and women’s rights. One special highlight was the opportunity for students to participate in the climate rally for citizen action on the National Mall when Pope Francis addressed the U.S. Congress in September. Students also attended a Greenfest Public Forum with Gina McCarthy, Administrator for the Environmental Protection Agency, about effective strategies for advancing environmental sustainability in local communities across the United States. The American Friends Service Committee organized a special forum on the role of civil disobedience in witnessing for peace, where students learned first-hand about the inspiring work of Sister Megan Rice and Michael Walli from Transform Ploughshares Now in advocating for the abolition of nuclear arms. Students also participated in a special screening and discussion of the award-winning documentary *Right Footed* with Jessica Cox, a disability rights advocate with Handicap International USA, who was born without arms due to a birth defect and achieved her dream of becoming the first person with such a disability to be licensed to fly a plane. Through participating in exciting off-campus community service and advocacy events with leading nonprofit organizations in the Washington, DC, region, such as the 350.org, the American Enterprise Institute, Amnesty International, Democracy Awakening, Global Zero, Veterans for Peace, and Whitman-Walker Health, students gained valuable professional and practical experience in understanding how citizens act to make a difference in the world. Through this process of active engagement and learning, BTC students continued to be recognized for their civic leadership on campus in student organizations, in the broader community, and around the world.

Reflecting progress on its strategic planning goals during 2015-2016, BTC:

- Supported student-led, collaborative civic research and advocacy projects. Two projects developed throughout the year were Compost This House, which developed a proposal for a food waste composting pilot program in South Campus Commons 1, based on a review of best practices of zero-waste, composting initiatives at residential communities at other leading universities; and the Citizenship in a Plural Society initiative, which developed a new course to equip undergraduate students with the leadership and learning skills to enhance diversity and advance inclusion within the classroom and in the broader community through active learning and experiential components.
- Organized 16 civic learning experiences outside the classroom, 12 civic advocacy events, and five community service events where students contributed over 350 hours of volunteer service. Highlights of civic advocacy events included participating in the Get on the Bus for Human Rights Advocacy Day at four embassies and the White House, the Walk to End HIV with Whitman Walker Health, the rally for zero nuclear weapons at the Nuclear Security Forum with Global Zero, the Democracy Awakening rally and march for voting rights and campaign finance reforms at the U.S. Capitol, and a rally for U.S. leadership for climate action at the White House on the eve of the United Nations Paris Climate Summit.
- Awarded a total of 11 Beyond the Classroom transcript notations to students who completed the program's academic requirements. The recipients represented 12 majors from five colleges.
- Supported 25 students with placement and advising in internships with leading nonprofit organizations or government agencies.
- Provided civic programming to a total of 1,227 participants (students, faculty, staff, and members of the public) through the program's thematic seminar series.
- Collaborated with other University programs to promote special events and workshops, including partnering with the Office of International Affairs for International Education Week and the Student Government Association's Sustainability Committee for Divestapalooza Festival to encourage the University System of Maryland to invest in clean energy options.
- Continued to add improved content to the website to recruit students with a new video that showcases students in the program, and provided expanded social media outreach through Facebook, Twitter, and the program blog that highlights students' internships and collaborative research projects, and program activities both in the classroom and in the community.

## Comparative Student Data

### Student Participation in the BTC Program: FY2015 and FY2016

Beyond the Classroom	Fall 2014	Spring 2015	Fall 2015	Spring 2016
New Students Admitted into the BTC Program	28	15	30	12
Total Number of Students Pursuing BTC notation	48	41	33	32
Total Number of Students Participating in BTC classes and civic events	76	83	66	75
Student Internship Placements	16	18	13	12
BTC Program Transcript Notations Completed	6	6	6	5
Students Living in South Campus Commons	48	43	10	10
Number of Participants: BTC Faculty & Film Series	618	736	542	685

\*Data was not reported in past years

### Student Enrollment in BTC Courses: FY2015 and FY2016

Beyond the Classroom Courses	Fall 2014	Spring 2015	Fall 2015	Spring 2016
UNIV 325: BTC Seminar I	25	5	12	5
UNIV 326: BTC Seminar II	7*	11	7**	7
UNIV 378: Internship Experience	3	3	2	3
UNIV 389L: Civic Leadership for Community Engagement	3	6	6	5
<b>UNIV 399: Special Topics in Experiential Learning</b>				
UNIV 399C: Ensuring a World Fit for Children? Rethinking Our Civic Responsibilities	20	N/A	27	N/A
UNIV 399P: People Power: Activism for Social Change	N/A	40	N/A	43
UNIV 399X: Beyond Study Abroad: Global Citizenship and Cross-Cultural Engagement	6	N/A	N/A	N/A
UNIV 399Y: Youth Grassroots Leadership	N/A	10	N/A	N/A
<b>Total Number Students Enrolled</b>	<b>64</b>	<b>75</b>	<b>53</b>	<b>63</b>
UNIV 318J: Study Abroad Program to Japan: Civil Society, Recovery and Reform in the Wake of Disaster	N/A	18	N/A	N/A

\*Fall 2014 figure includes four students who completed the course in the fall, and three students who completed the course during Summer Session II – 2014.

\*\*Fall 2015 figure includes one student who completed the course in Summer Session II – 2015.

### Student Transcript Notation Awards and Representation in the BTC Program: FY2015 and FY2016

Beyond the Classroom	Transcript Notations Awarded	Number of Colleges and Schools Represented	Number of Majors Represented
<b>FY2015</b>	12	7	11
<b>FY2016</b>	11	5	12



## **CARILLON COMMUNITIES**

**Coordinator: Melissa Del Rios**

**[www.carillon.umd.edu](http://www.carillon.umd.edu)**

Now in its second year, Carillon Communities, a living-learning program for students in Letters and Sciences, built on lessons learned from its first year. The program revised its model for each of the three communities (iGIVE, Novel Humans, and Once and Future Planet). The year-long model is defined by: one I-Series course taken in the fall; a Carillon seminar course that introduces students to the University via the Design Thinking approach; residence in Easton Hall; and community events.

In its second year, enrollment for the program consisted of 69 students (29 students in iGIVE, 14 in Novel Humans, and 26 in Once and Future Planet). Carillon extended invitations to students in the College of Behavioral and Social Sciences and the College of Computer, Mathematical and Natural Sciences. The decline in participants from 111 in 2014-2015 did not impact the program's continued success. Of the students who responded to the student satisfaction survey, 67% indicated that it was very important for them to be part of Carillon and 81% indicated that they knew what to do to succeed academically as a result of completing their Carillon courses. A major goal of Carillon is to assist students in planning their University experience, including major selection. At the end of the school year 47% of the students (n=17) entering the program undeclared had declared a major. Declared majors included architecture, communication, computer science, economics, engineering, English, government and politics, and kinesiology. Of those 17 students, 53% entered limited enrollment programs (four in engineering, three in government and politics, and two in communication).

Students gave strong positive reviews for the I-Series courses and the Carillon faculty. Eighty-one percent of student respondents indicated that they are able to connect content from their Carillon course with other University coursework. When asked if Carillon Communities faculty care about students, 92% of respondents answered favorably. The iGIVE community, which engages students in philanthropic projects, was successful in a campus-wide competition, the Do Good Challenge. The student group that developed *A Helpful Hello*, addressing homelessness in Washington, DC, won the Showcase Choice Award and received \$750 to continue their work beyond the course.

Carillon staff, in collaboration with the Academy for Innovation and Entrepreneurship, made adjustments to the Carillon seminar course in response to student feedback. The Design Thinking project was consolidated and streamlined to focus on the core steps of the process and getting students to think about its application across disciplines. The Business Model You project was re-envisioned into the Fearless Mission Statement, where students are engaged in a process that considers their strengths and interests to craft an intentional college experience. Overall, the changes made to the course were well received by this cohort. When assessing the effect of the Carillon seminar course, in four out of six questions, students responded with a favorability rating of 76% and higher. The course recently received designation as a Fearless Ideas Course for introducing students to Design Thinking through team work and problem solving.

New this year was the incorporation of cross-community events in response to students' requests for more informal gatherings. Along with the annual ice cream social welcome, students, faculty and staff came together for a fall dinner, a welcome-back dinner at the beginning of the spring semester, and an end-of-year panel featuring six alumni from the fall 2014 cohort. The alumni panel provided this year's students the opportunity to learn and ask questions about the second year at the University and how best to utilize their Carillon experience past their first year. The success of these events can be seen in students' responses to questions pertaining to sense of community. For example, 79% of student respondents said that they can trust people in their Carillon program.

**COLLEGE PARK SCHOLARS**  
**Executive Director: Marilee Lindemann**  
**[www.scholars.umd.edu](http://www.scholars.umd.edu)**

From the establishment of College Park Scholars in 1994, innovation has been its hallmark. In 2015-2016, several new initiatives carried forward that founding spirit of experimentation, improvement, and renewal in providing curricular and co-curricular opportunities for a diverse community of academically talented students.

A major highlight of the year was the launch of the first Scholars-wide theme, “Trash: The Problem of Waste in Our Lives and World.” The theme represented an effort to raise the academic profile of Scholars on campus and to provide students across programs with a shared intellectual experience. Over the course of the year, a broad range of events and activities created trash-related learning opportunities both inside and outside the classroom. Posters, t-shirts, and a blog raised awareness. A theme-related book, Robin Nagle’s *Picking Up*, was taught in most first-year colloquia. Ten lectures, panel discussions, and film screenings focused on topics as varied as environmental racism, agricultural waste in the Chesapeake, the art and dignity of sanitation work, and the environmental disasters produced by plastic bags and technology waste. A number of programs took trash-related field trips or participated in service projects focused on cleaning up waterways or sites. One of the Cambridge Community residence halls, Chestertown, which houses Environment, Technology and Economy, participated in a pilot composting project, which brought considerable attention to the problem of waste as an aspect of the living part of this living-learning program. Scholars received strong support for the Trash initiative from campus. Public events were well attended (environmental activist Majora Carter drew close to 400 people to her September lecture), and the campus Sustainability Fund supported the initiative with \$8000.

A number of other new initiatives were launched this year, including:

- a block party and information fair in September;
- the TED-like ScholarsNext, held in February, which featured seven students presenting their ideas about solving real-world problems; and
- *Me Too Monologues*, a March event in which students performed diverse, emotionally charged stories (written and submitted anonymously by other members of the University community) aimed at encouraging empathy and identity exploration.

ScholarsNext was proposed by a student in Science, Technology and Society (STS) and overseen by STS director David Tomblin and Scholars associate director Dave Eubanks. It cultivated students’ skills in oral communication and represented an excellent example of how a student-driven project can be a productive collaborative learning experience for students and faculty. Plans are currently in place to recruit a new cohort of students for ScholarsNext in the spring of 2017. The other new initiatives were aimed chiefly at building community, facilitating the transition to college, and enhancing student growth and development.

An overhaul of the Scholars website has been a strategic priority for a couple of years, partly because of the essential role it plays in efforts to recruit prospective students. In January, the

communications team completed the transformation of the program's earnest but bloated kitchen-sink website into a sleeker, more user-friendly site built in compliance with contemporary best practices in design. The redesigned site was launched shortly before invitations to admitted students went out in late January. User data suggests the new site was effective at generating interest in Scholars and perhaps contributed to the high yield rate for the fall 2016 cohort.

Tradition is as important as innovation in Scholars, so in 2015-2016 the program marked two important twentieth anniversaries. The Lakeland STARS tutoring program is a unique partnership among Scholars, Paint Branch Elementary School, and the City of College Park Youth, Family and Senior Services. In April, College Park hosted a celebration of twenty years of STARS, which was created to provide children in the Lakeland community with an opportunity to spend time on campus in order to enrich their academic experiences. In May, the signature student research event, the Academic Showcase, was held for the twentieth time. Five hundred and forty-eight sophomores presented findings of their Scholars practicum projects in posters to an audience of peers, faculty, and staff. Monetary awards were given to producers of the best and runner-up posters in the categories of research, internship, service-learning, and theme-related (trash).

The Scholars Cup continued in its third year of operation to foster intentional community and encourage service. Programs shattered records by collectively raising more than \$13,000 for charities. Public Leadership set a new individual program record of \$4300. (Two years ago, all programs combined raised a total of \$3900.) Two Scholars dialogue groups, Real Talk and Cambridge Community Queers and Allies, had active years and contributed significantly to affirming the diversity of students and making it visible.

Our comparative student data tables help demonstrate Scholars' effectiveness as a means to recruit a large number of strong students, contribute to their successful progress on campus, and enrich their learning as new undergraduates. The decrease in overall yield rate and number of first-year students in fall 2015 appears to be an outlier, given the current figures for the 2016 cohort.

In addition to four- and six-year graduation rates again above the campus means (which are calculated in a way that includes both Scholars and the Honors College), there is a steady rate of retention to the sophomore year of Scholars (92%) and an increase in rates of program completion (83%, 5 points higher than the previous cohort) and in rates of those earning the citation by finishing above the Scholars minimum GPA (6 points higher, at 77%).

This year's successes demonstrate that the fundamentals of community, applied learning, renewal, and tradition that have earned Scholars a national reputation as a cutting-edge living-learning program are secure and that the program will continue to draw some of the best and brightest undergraduates to the University of Maryland.

## Comparative Student Data

College Park Scholars Enrollment Data Fall 2014 and Fall 2015			
Fall Term	First-Year Students	Second-Year Students	Total
2014	961	841	1,802
2015	892	884	1,776

College Park Scholars Completion Data 2014-2015							
Year Entered	Number Enrolled	Citations		Completion Certificates		Total Completions	
		Earned	Rate	Received	Rate	Completed	Rate
2012	910	649	71%	59	6%	708	78%
2013	913	706	77%	56	6%	762	83%

College Park Scholars Graduation Data 2014-2015			
Year Entered	4-Year Graduation Rate	Year Entered	6-Year Graduation Rate
2010	72.7%	2008	89.8%
2011	70.8%	2009	88.1%

## Course Summary Data

College Park Scholars CPSP Course/Seats Data			
Term	Course Sections	Seats Offered	Seats Issued
Fall 2014/Winter 2015/Spring 2015	136	4,538	3,498
Fall 2015/Winter 2016/Spring 2016	148	4,899	3,326

## External Resource Acquisition

FY2016 Total dollar amount raised: \$33,950

FY2015 Total dollar amount raised: \$170,000

## **FEDERAL FELLOWS AND GLOBAL FELLOWS IN WASHINGTON, DC**

**Director: Joan Burton**

**[www.federalfellows.umd.edu](http://www.federalfellows.umd.edu)**

**[www.globalfellowsdc.umd.edu](http://www.globalfellowsdc.umd.edu)**

Focusing on some of the biggest issues of the day, the Federal Fellows and Global Fellows in Washington, DC, programs (formerly Federal Semester and Global Semester) integrate academic learning with professional development and significant internships to prepare talented, diverse students from all backgrounds and majors for careers related to public service and global leadership. A pilot version of Federal Semester commenced in 2006-2007, and in 2013-2014 the Global Semester in Washington, DC, program was launched as a joint initiative of the Office of Undergraduate Studies and the Office of International Affairs. This year the two programs combined offered six concentrations: three federal (Public Health Policy, Homeland Security Policy, and Energy and Environmental Policy) and three global (U.S. Diplomacy, Responses to Global Challenges, and Science Diplomacy), and served 128 students representing 11 colleges, 35 majors, and 18 minors.

Major changes this year included the programs' renaming as Federal Fellows and Global Fellows in Washington, DC, securing the new prefix FGSM, and the designation of the spring experiential course as Scholarship in Practice for General Education. The fall Federal Fellows courses were cross-listed with University Honors and now count toward the government and politics major. Staffing changes included hiring a new coordinator, Nazanine Beyranvand, a University alum and former coordinator for the Roshan Institute for Persian Studies, and the promotion of coordinator Jayakumar Arasan to assistant director, to match the scaling of the Federal and Global Fellows programs (which were at their largest configuration this year).

Global Fellows began a partnership with the College of Behavioral and Social Sciences (BSOS), which is co-sponsoring the fall 2016 launch of a new concentration in Critical Regions and International Relations. In September, the programs hosted the first Federal and Global Semester Kickoff Event, which presented the framework for the entire year. All 130 students were in attendance and joined by 15 alumni (representing Peace Corps, DHS, DHHS, Federal Reserve, DOE, State, and Oxford University). The programs also launched the highly successful Student Ambassador Program.

All students engaged in significant internships, with 64% of Federal Fellows placed at federal agencies or on Capitol Hill. Scholarships received this year by students and alumni included a Luce Scholars Fellowship, four Boren Scholarships, a Fulbright Assistantship, an ROTC Scholarship, a Critical Languages Scholarship, and the Meghan Price Scholarship Award for Leadership and Public Service. Alumni consist of a Rangel International Affairs Fellow, two Presidential Management Fellows, a Marshall Scholar, a Truman Scholar, a Udall Scholar, and multiple Boren Scholars and Critical Language Scholars. Public service and international employment of our students after graduation include the Peace Corps, Teach for America, AmeriCorps, the White House, the Pan American Health Organization, Chemonics International,

State, Embassy of the Republic of Iraq, Arabic Flagship Program, DHHS, FBI, NCTC, DHS, DOE, Commerce, NSA, Potomac Institute for Policy Studies, and the U.S. Navy.

International programming included conversations with senior officials from internationally oriented federal agencies and offices and from international non-governmental organizations (NGOs) and nonprofits. The programs offered workshops on applying for international opportunities and organized visits to international organizations. Student participants were fluent or proficient in 15 different languages.

This year saw the successful launch of a new Alumni Mentorship Program, which partnered 11 alumni with 17 current students. The Alumni Board hosted a DC networking event in April and presented at meetings of the spring experiential learning course. The third issue of the alumni newsletter, *Federal & Global Times*, was published in June.

Progress on strategic goals include:

- **Building and Maintaining Relationships:** The programs continue to develop new partnerships with federal agencies, think tanks, NGOs, foreign embassies, and nonprofits. For example, the FTC hosted a Meet and Greet in DC to celebrate a new partnership and accepted 11 students as interns. New collaborations include the Brookings Institution; the Office of the Chief Financial Officer of DHS; the Consulate General of Peru; and the embassies of Indonesia, Bangladesh, and France. The programs continue to foster strong partnerships with State, DHHS, DHS, DOE, FAA, among others. The programs' director served on the cross-agency Pathways Implementation Project, led by OPM and the Partnership for Public Service, and also represented the University at a White House Hiring Excellence Workshop. The programs continued to foster collaborations across the University with the Office of International Affairs, BSOS, the School of Public Policy, the School of Public Health, Honors College, College Park Scholars, and the START program.
- **Professional Development for Students:** Both programs offered rich menus of professional development activities as well as visits to federal and international organizations, including meetings with officials at State, USAID, DHHS, DOE, FBI, the White House Office of Science and Technology, and the NCTC. The Partnership for Public Service provided workshops on USAJobs and Federal Opportunities, Informational Interviews and Elevator Speeches, and How to Build a Federal Resume. Other workshops included The Ins and Outs of Security Clearances, Developing Your Personal Brand, Congressional Internship Tips, Interviewing 101, and Careers at Department of State. Workshop presenters included employees from DHS and DOE, as well as a diplomat from State. Three networking events were held for the programs' alumni and current students. One-on-one coaching on résumés, cover letters, interviews, and internships was available throughout the year. In May, the programs hosted the second Final Academic Showcase event, with over 200 guests, including students, professors, internship supervisors, and University administrators. Highlights included poster presentations showcasing the students' internship experiences, a speech by former U.S. Senator Tydings, and oral presentations by six students.
- **Student In-Class Contact with Federal Professionals:** The programs hired 11 expert-practitioners to teach, including from State, NCTC, CRS, DOD, and EPA, as well as a former Assistant Surgeon General. The fall seminars featured 40 visitors from 25 organizations including DOE, Civilian Health Corps, State, Embassy of Finland, U.N. High Commissioner

for Refugees, EPA, the National Center for Health Statistics, Center for a new American Security, U.N. Relief and Works Agency for Palestine Refugees, Office of the U.S. Ambassador to the U.N., DHHS, NSC, FBI, Treasury, NCTC, and the White House.

**Federal Acronyms:** Commerce (Department of Commerce), CRS (Congressional Research Services), DOD (Department of Defense), DOE (Department of Energy), DHHS (Department of Health and Human Services), DHS (Department of Homeland Security), EPA (Environmental Protection Agency), FAA (Federal Aviation Administration), FBI (Federal Bureau of Investigation), FTC (Federal Trade Commission), NCTC (National Counterterrorism Center), NSA (National Security Agency), NSC (National Security Council), OPM (Office of Personnel Management), State (Department of State), Treasury (Department of Treasury), USAID (U.S. Agency for International Development)

## Annual Enrollment Data

### Federal Fellows Program

	2014-2015	2015-2016
<b>Total # of Students</b>	43	63

### Global Fellows in Washington, DC

	2014-2015	2015-2016
<b>Total # of Students</b>	64	65

## Course Summary Data

### Federal Fellows Program

<b>2015 – 2016 Courses</b>	<b>Seats Issued</b>	<b>Seats Offered*</b>
UNIV348P: Federal Health Policy	20	25
UNIV348T: Homeland Security Policy	22	25
UNIV348E: Energy and Environmental Policy	21	25
<b>2014 – 2015 Courses</b>		
UNIV348T: Homeland Security Policy	22	25
UNIV348E: Energy and Environmental Policy	21	25

### Global Fellows in Washington, DC

<b>2015 – 2016 Courses</b>	<b>Seats Issued</b>	<b>Seats Offered*</b>
UNIV389B: Global Challenges	23	25
UNIV389F: Science Diplomacy	19	25
UNIV389C: U.S. Diplomacy	23	25
<b>2014 – 2015 Courses</b>		
UNIV389B: Global Challenges	23	25
UNIV389F: Science Diplomacy	21	25
UNIV389C: U.S. Diplomacy and Public Policymaking	20	25

\*Note on “Seats Offered”: These are all seminar courses with an ideal capacity of 18-22. The “Seats Offered” is artificially set at 25 to allow administrative flexibility for enrollment management. Students enroll by instructor permission; only students admitted into the year-long programs are permitted to enroll.



## **HILLMAN ENTREPRENEURS PROGRAM**

**Director: Gül Branco**

**[www.hillman.umd.edu](http://www.hillman.umd.edu)**

This was an exciting year for the Hillman Entrepreneurs Program (HEP) as it was fully integrated as part of the Office of Undergraduate Studies. In addition to progressing on initiatives started in the previous year, new collaborations with other units were implemented. Students in the program continued to succeed and showcase high achievements. The program had the largest entrance cohort ever, with 44 students and the largest graduating class, with 22 students.

New courses for a minor in technology entrepreneurship were developed. Starting with the fall 2016 cohort students will take HLMN470 (Fundamentals of Entrepreneurial Ventures), HLMN471 (Entrepreneurial Finance), HLMN 472 (Strategies for Innovation & Entrepreneurship), and HLMN473 (Consulting in Tech Entrepreneurship). HEP will work with the Academy for Innovation and Entrepreneurship to receive a Fearless Ideas course designation for HLMN470.

HEP participated in four community service events this year. Two of these events were the biannual community service events with the Hillman programs at Montgomery College and Prince George's Community College. In the fall, students volunteered at the Bluebird Blues Festival in Largo, MD, and in the spring, students worked with the Washington Suburban Sanitary Commission. Students also planted trees in Brookeville, MD, in conjunction with the American Chestnut Foundation. HEP students were the largest volunteer group that had ever participated and they planted approximately 2,700 chestnut seeds.

HEP students participated in two additional community service events. In collaboration with the University's Office of Community Engagement, students volunteered at the Hispanic Festival in Adelphi, MD. The supervising volunteer with the National Children's Museum was so impressed by the students that they were invited to a fourth community service event: volunteering at the White House Easter Egg Roll. Not only did students volunteer at an event that hosted approximately 35,000 people, but they had a chance to see First Lady Michelle Obama.

HEP worked in close collaboration with departments on campus this year. HEP partnered with the McNair Program, the Dingman Center for Entrepreneurship, and the Honors College Entrepreneurship and Innovation Program (EIP). The collaboration with the McNair program has grown significantly. As primarily first generation students from underrepresented groups, HEP participants align with McNair's goals, and McNair provides guidance for students interested in graduate training. The first HEP student entered the McNair program this year and four more students were chosen for the next cohort. To help foster this relationship, four students were interns for the National Conference for McNair Scholars and Undergraduate Research held on campus. HEP staff are working with the Dingman Center to build collaborations. HEP staff also served as guest speakers for EIP to support global studies in Turkey and South Korea.

HEP students were recognized for their leadership and merit, including selection for the Kennedy Krieger Institute Leadership Program and a receipt of the Maryland Hispanic Achievement

Scholarship. Students competed in a variety of competitions, including Hardware Weekend; a hackathon held by Microsoft in Washington DC; Deloitte Competition – Financial Advisory Division; Pitch Dingman Competition; and the Do Good Challenge.

Some of the internships that HEP students received this year include: Fannie Mae, PwC, and Shady Grove Fertility. Alumni are working at Deloitte, Fannie Mae, Accenture, and Morgan Stanley. Director Gül Branco was named one of *The Daily Record's* 2016 Maryland Top 100 Women, and was recognized for her commitment to community service and dedication to mentoring.

The Hillman Entrepreneurship Alumni Network was established this year, spearheaded by alumni Shauntia White and Kingsley Madikaegbu. Alumni had to obtain over 150 signatures on a petition to establish a charter, which was accomplished in a little over three weeks. The alumni network is working with the directors and development officers at the University of Maryland College Park, Montgomery College, and Prince George's Community College to plan the Hillman Entrepreneurship tenth anniversary events.

The program provides students with day-to-day services and mentoring, including workshops and individual counseling on résumé writing and interviewing. Staff visit each community college twice per semester and conduct group and one-on-one meetings to provide information, support, and guidance for a successful transition to the University. Guest speakers from local corporations are frequently invited to speak with students.

### Comparative Student Data

<b>Retention</b>	<b>2015 - 2016</b>	<b>2014 – 2015</b>
Total Students	87	56
Entrance Cohort #	44	36
Probation	3	2
Left the Program	2*	2
Removed	2**	2
Graduated	22	9
End Students #	61	43

\*One student left to pursue nursing (not offered at the University) and the other left due to an accident, but will restart in fall 2016.

\*\*Removed due to failure to get off probation and for failing to meet program requirements.

### Course Summary Data

<b>Semester</b>	<b>ENES460</b>	<b>ENES462</b>	<b>ENES463</b>	<b>ENES464</b>
Fall 2014	N/A	36	7	N/A
Spring 2015	40	N/A	N/A	8
Fall 2015	40	N/A	32	N/A
Spring 2016	N/A	42	N/A	30

**HONORS COLLEGE**  
**Executive Director: Susan Dwyer**  
**[www.honors.umd.edu](http://www.honors.umd.edu)**

Recruitment. Recognition. Research. These are the main themes of 2015-2016 across the Honors College. Honors continued to attract high-achieving students, with Integrated Life Sciences (ILS) leading the way. Honors students garner the majority of national and international scholarships at the University. In all but one of the seven programs (University Honors), students' individual research and collaborative projects are supported and celebrated in a variety of conferences, symposia, colloquia, and other public presentations.

The Honors College underwent a major leadership change this year. Bill Dorland, who completed his term as the program's first Executive Director in June 2015, agreed to stay on board until Sue Dwyer (Associate Professor, Philosophy) assumed the position in January 2016.

In 2015-2016 Honors students won four Goldwater Scholarships; 26 (of the campus's 28) National Science Foundation Graduate Fellowships; four U.S. State Department Critical Language Scholarships; four Fulbright English Teaching Assistantships; two Fulbright U.S. Student Grants; and three NOAA Ernest F. Hollings Scholarships. Seven students were awarded Undergraduate Research Awards. ILS students won four Cell Biology and Molecular Genetics Departmental Awards. One of the two ILS finalists for the University Medal was awarded the honor, making it the second year in a row an ILS student won this recognition. Three of the 15 finalists for the University Medal were Honors Humanities (HHUM) students. A freshman team from Entrepreneurship and Innovation (EIP) were national finalists at the Deloitte Case Competition. ILS program staff member Hannah Jardine won the Office of Undergraduate Studies Award for Graduate Student Excellence, and Director Todd Cooke was the inaugural recipient of the Office of Undergraduate Studies Donna B. Hamilton Award for Teaching Excellence. Associate Director of ILS Dr. Boots Quimby won both the Honors College Teaching Award and the College of Computer, Mathematical, and Natural Sciences Creative Educator Award. Advanced Cybersecurity Experience for Students (ACES) garnered the top Association of Public and Land-grant Universities' Innovation & Prosperity Award (the Connections Award) in recognition of its partnership with Northrop Grumman to supply a new cybersecurity-trained workforce. ILS had its best recruitment season ever, with over 400 students preferencing it first. HHUM increased its (pre-melt) yield by 67% over 2014-2015.

The ACES minor launched in the spring, with a suite of new courses, and built on its collaborations with Northrop Grumman and the National Security Agency (NSA) with the new Northrop Grumman Cyber Engineering Competition and by staffing three courses with NSA instructors. EIP launched its year-long Global Entrepreneurship program in collaboration with the Office of International Affairs, while Design Cultures + Creativity (DCC) began a new Faculty Fellows program. University Honors (UH) introduced the "Life by the Bites" series (pizza and conversation with Honors faculty) in Hagerstown Hall.

The most significant events across Honors recognized student achievement and research. Two citation ceremonies were held (one in fall and one in spring). EIP, HHUM, and DCC each held

well-attended presentations of students' capstone and keystone projects. Gemstone hosted its Junior Colloquia and Thesis Conference. DCC offered 25 design camps led by alumni and ran a TED-talk style symposium. EIP had eleven invited speakers, and ACES hosted a fireside chat for women in ACES with Shawn Purvis (Vice President for Information Systems, Northrop Grumman).

Honors continued to improve course and program offerings. UH offered 27 new Honors seminars, while ACES offered five new courses, and HHUM launched its newly designed core courses in an effort to connect the program more closely to Washington, DC. The ACES minor led curriculum development in the Honors College, and ILS redesigned its flipped classroom offering of Honors Cell Biology. UH, DCC, and EIP leveraged the University's geographical location to launch Flashpoint Forums (1-credit courses on current events taught by a DC. expert), a Welcome Week, and a summer entrepreneurship program, respectively. Northrop Grumman renewed its support for ACES with a \$2.76 million gift. UH secured a \$650 Pepsi Enhancement Grant to support the extension of the Faculty-Student Dinner to two semesters. In partnership with the Department of Women's Studies, DCC hosted the large "#TransformDH" conference, addressing digital humanities, LGBT, race and gender issues. All Honors staff regularly attend diversity-related programming on campus.

Student need drove several facility updates. EIP converted and resourced the second and third floor lounges in La Plata Hall as prototyping workspaces. DCC ended the first full year of its new Sound Studio (a collaboration with Women's Studies). UH opened Ellicott 0108 as the only dedicated multipurpose space for UH students, and negotiated access to several study rooms in La Plata Hall basement.

Several events facilitated Honors alumni engagement. The Honors College hosted a happy hour event for the Honors Alumni Network to introduce the new Executive Director and the new Director of Development and Alumni Relations for Undergraduate Studies, Heidi Bruce, and a Banneker/Key alumni panel. HHUM awarded the first Lowell Ensel Keystone Prize, made possible by funds raised through Launch UMD and the Ensel family. DCC used the occasion of its graduation party to engage its alumni network. Both Gemstone and ILS launched new development initiatives: a Gemstone Friends and Family barbeque and a catered dinner for ILS students and their families after the fall citation ceremony.

In addition to a new Executive Director, staff changes included a new Assistant Director for Student Services in ILS and a new Associate Director for Corporate and External Relations in ACES. ACES and EIP promoted two staff members from within.

The Honors College made progress on the three main goals outlined in the Undergraduate Studies 2015 Strategic Plan and excelled in recruitment efforts. Efforts will continue to improve Honors faculty identity and to improve fund-raising and alumni development to meet the objectives of an Honors Village, a naming gift and a 50<sup>th</sup> anniversary celebration.

## Comparative Student Data

Year	Number of New Students	Number of Returning Students in the Honors College	Number of Students Awarded Citations (updated)
FY11	968 + 6 transfers = 974	3,436	576 (614)
FY12	981 + 15 transfers = 996	3,745	726 (717)
FY13	1062 + 16 transfers = 1078	3,579	852 (931)
FY14	1031 + 7 transfers = 1038	3,380	830 (942)
FY15	1024 + 3 transfers = 1027	3,356	925
FY16	1122 + 8 transfers = 1130	3199	776

Updates in citation numbers account for backdating of citations awarded to some graduating seniors, which is done annually for seniors who did not apply for the citation when they qualified for it.

## Course Summary Data

Year	# of Honors Seminars Offered	# of Honors Seminar Seats Issued	# of HONR100 Sections	# of HONR100 Seats Issued
FY11	128	2,397	31	502
FY12	76 fall + 72 spring = 148	2,568	31	505
FY13	71 fall + 69 spring = 140	2,386	36	549
FY14	77 fall+ 67 spring = 144	2,323	32	462
FY15	68 fall + 77 spring = 145	2,191	32	484
FY16	59 fall + 61 spring = 120	2,480	41	650

## External Resource Acquisition

### FY2016

Data not available by print date.

### FY2015

\$308,064 (includes \$125k from Northrop Grumman for ACES)

## INDIVIDUAL STUDIES PROGRAM

Director: Joan Burton

[www.ivsp.umd.edu](http://www.ivsp.umd.edu)

The Individual Studies Program (IVSP) is the Office of Undergraduate Studies' only degree-granting academic program. It allows exceptional, self-motivated students to develop well-crafted individual, interdisciplinary curricula leading to a Bachelor of Arts or Bachelor of Science degree. Once a student's proposal is approved by the Faculty Review Board, the degree requirements for the program parallel those of the University's other majors. The program provides students with an informed and engaged support system, including individual faculty mentors, the IVSP Faculty Board, and the IVSP staff. This year a record number of 52 students participated in the program and IVSP hired a Federal Work Study student to assist in program delivery.

Progress on IVSP's strategic planning goals during 2015-2016 included:

- **Professional Development and Research Scholarships:** IVSP awarded 13 research and professional development scholarships to students pursuing substantive projects supporting their IVSP majors.
- **IVSP Student Advisory Board and Student Activities:** The Student Advisory Board sponsored weekly peer mentoring sessions for prospective IVSP students as well as student-led rehearsals for those presenting proposals before the faculty board. The Board hosted movie nights, game nights, and holiday dinners as well as four networking events at which students learned about experiential opportunities offered domestically and abroad.
- **Capstone Projects and Professional Development:** IVSP staff offered workshops on résumé-writing and capstone project development as well as one-on-one coaching on résumés, interviews, research projects, and career planning. In May, IVSP held its fifth annual Academic Capstone event, following the IVSP graduation ceremony. Students displayed posters that reflect on their achievements through their capstone projects and IVSP majors. One hundred and fifty people attended.

In 2015-2016, IVSP staff assisted students in obtaining the following fellowships and awards: Critical Language Scholarship; Public Policy and International Affairs Fellowship at Princeton University; Rosalie Reilly Gubernatorial Fellowship; University nomination for the Truman Scholarship; President Loh's Student Advisory Board for Diversity and Inclusion; Rawlings Undergraduate Leadership Fellowship; Meghan Price Scholarship Award for Leadership & Public Service; Philip Merrill Presidential Scholar Award, Undergraduate Studies; Philip Merrill Presidential Scholar Award, Journalism; and a paper presented at the Society for American Archaeology's annual meeting.

IVSP encourages experiential learning and assists students in obtaining significant internships. This year student internships included the White House Office of Science and Technology Policy; Smithsonian Natural History Museum; Council on Foreign Relations; U.S. Embassy in Tanzania; U.S. Department of State; U.S. Department of Homeland Security, Citizen and Immigration Services; Woodrow Wilson International Center for Scholars; Department of

Juvenile Services; U.S. Agency for International Development; Department of Design and Construction of New York City; Inovalon; National Foundation for Infectious Diseases; the Advocacy Project; Reuters; City of College Park: University Partnership; the University's Language Development and Perception Lab; and Consortium for Study of Terrorism & Responses to Terrorism.

Members of the IVSP Faculty Review Board for 2015-2016 included Patricia Alexander (Human Development), Leslie Brice (National Scholarships Office), Philip Candela (Geology), Bryan Eichhorn (Chemistry), David Mount (Computer Science), Cynthia Stevens (Business/Undergraduate Studies), and Whitman Ridgeway (History). IVSP Faculty Mentors represented African American Studies; American Studies; Anthropology; Architecture; Art; Baha'i Chair for World Peace; Biology; Cell Biology and Molecular Genetics; Center for International Development and Conflict Management; Engineering; English; Entomology; Environmental Science and Technology; Family Science; Germanic Studies; Government and Politics; Journalism; Kinesiology; Latin American Studies; Musicology and Ethnomusicology; Philosophy; Psychology; Robert H. Smith School of Business; School of Public Health; School of Public Policy; Sociology; Spanish and Portuguese; and Theatre, Dance, and Performance Studies.

Five of the 22 graduating seniors (25%) created international majors. IVSP students included a student born in Germany, a student born in Spain, a student who emigrated from England, an international student from Russia, and students whose parents emigrated from India, Germany, and Jamaica. Languages in which IVSP students were fluent or proficient included German, Punjabi, Hindi, Gujarati, Urdu, Spanish, French, Twi, Russian, Portuguese, and Arabic.

Six of the 22 graduating seniors (27%) created innovation and entrepreneurship majors and/or engaged in significant entrepreneurial activities. For example, a Product Design and Engineering major cofounded Minimill, a design agency for branding and web; another student is the founding Executive Director of Student Voice, a nonprofit that brings student voices into the education conversation; while another serves as the founding CEO of MotionVibe. Alumni have cofounded and serve as CEO of Redspread, Inc., a Palo Alto-based startup company that uses collaboration to deploy software and are Co-Founder, President and CTO of Seebright, Inc., an augmented/virtual reality startup located in Palo Alto and Santa Cruz.

IVSP hosted a dinner event that included three alumni guests: Kenneth Bayton (Sports Media Marketing, 2013), Jennifer Wivell (Medieval Studies, 2015), and Alyssa Snider (International Development, 2015). IVSP also hosted a networking breakfast that included alumni Shade Pratt (Design and the Built Environment, 2015) and Jessica Holt (Leadership for Social Change, 2014).

## Program Enrollment Data

	2014-2015	2015-2016
<b>New Admits</b>	16	28
<b>Degrees Awarded</b>	22	22
<b>Total Number of Students*</b>	35	52
<b>Retention Rate</b>	100%	100%

\* This number includes all approved majors during the academic year.

## Course Summary Data

	2014-2015	2014-2015	2014-2015		2015-2016	2015-2016	2015-2016
<b>Courses Offered</b>	IVSP317	IVSP318	IVSP420		IVSP317	IVSP318	IVSP420
<b># of Seats Issued</b>	22	10	23		22	7	20

### Individual Majors of Graduating Seniors in 2015-2016:

- B.S. in Astrobiology Communications
- B.A. in Education and Community Development
- B.A. in Engagement and Media
- B.A. in Entertainment Law Studies
- B.S. in Epidemiology and Bioethics
- B.S. in Global Engineering Leadership and Management
- B.S. in Global Public Health
- B.A. in Globalization, Human Rights, and the Middle East
- B.S. in Hominin Evolution
- B.A. in Identity and Fashion in American Society
- B.A. in International Development
- B.A. in Maternal and Child Health
- B.A. in Medieval Studies
- B.A. in Minority Advocacy and Public Policy
- B.A. in Modern Ethnomusicology
- B.A. in Music Consumerism
- B.A. in New Media and Global Civics
- B.S. in Nutritional Physiology
- B.S. in Product Design and Engineering
- B.A. in Public Health Equity
- B.S. in Sustainable Design and Marketing
- B.S. in Technology Management and Innovation



**LETTERS AND SCIENCES**  
**Director: Deborah Reid Bryant, Assistant Dean**  
**[www.ltsc.umd.edu](http://www.ltsc.umd.edu)**

Letters and Sciences (LTSC) is the advising home for more than 3,000 undergraduates who are deciding on or completing requirements for enrollment in degree granting majors. The fundamental mission of LTSC is to provide expert advising services to its population of first and second year students and transfers. LTSC advisors are responsible for having a working knowledge of basic advising policy and of major information for over 90 majors on campus. University-wide retention and graduation rates are strongly influenced by LTSC data. In 2015-2016 the accomplishments of LTSC in the areas of retention and graduation, recruitment, academic rigor, quality of special programs, and revenue generation kept pace with high expectations.

Letters and Sciences established four new committees last year to focus on diversity, career readiness, sustainability, and development, and made significant advancement in all areas. LTSC was selected by the President's Commission on Ethnic Minority Issues to receive the 2016 Outstanding Non-Instructional Unit Service Minority Achievement Award. The award was presented in recognition of LTSC's outstanding accomplishments and contributions, particularly in fostering an educational environment that is inclusive and rich in diversity and that promotes the success of students working toward their degrees. LTSC partnered with faculty in the College of Arts and Humanities and the College of Behavioral and Social Sciences to incorporate the "Sticks + Stones" project, a new approach to promoting cultural awareness, into 20 sections of UNIV100. This project was awarded a Moving Maryland Forward grant through the Office of Diversity and Inclusion. Additionally, LTSC created a diversity newsletter to provide a comprehensive resource for LTSC students to become aware of opportunities to meaningfully engage with diversity, social justice, and inclusion on campus. The newsletter is distributed three times each semester.

In partnership with the University Career Center and President's Promise, LTSC won a Pepsi Enhancement Fund grant to host a fall 2015 academic information fair titled "Where Can STEM Take You?" The event was open to all students with interest in a STEM major, particularly those seeking alternatives to STEM limited enrollment programs. Representatives from over 25 majors attended to provide students with information about courses, opportunities, and careers related to those majors.

LTSC significantly expanded services designed to increase retention and graduation rates of transfer students. In collaboration with other academic and support service units, LTSC offered transfer student programs including fall and spring welcome socials, transfer student panels, career development and professionalism workshops, cultural trips to DC, and end-of-the-semester socials. LTSC hosted a spring transfer student phone-a-thon, where members of the Tau Sigma National Honors Society and Transfer Advisory Board called approximately 313 admitted LTSC transfer students to answer questions about admissions, advising, and student life. LTSC held the annual Tau Sigma National Honors Society induction ceremony. At the ceremony 112 new inductees from many different colleges were welcomed and the current chapter president

was recognized for her many achievements, including winning a \$2,500 scholarship from the national office.

In support of the University's Climate Action Plan and Strategic Plan LTSC advanced to Silver status through the University's Green Office Program by making significant changes to day-to-day operations that further integrated sustainability into the campus culture. Eight students, with LTSC sponsorship, attended the 2016 Smart and Sustainable Campuses Conference Student Summit in Baltimore. The Student Summit connected college students throughout the country, empowering them to identify ways to inspire change through sustainability advocacy on their campuses.

An Elevate Fellows grant was awarded by the Teaching and Learning Transformation Center to Peter Grybauskas of the English department to redesign UNIV104 (Reading and Writing at the College Level) for students in the Scholastic Transition Educational Program (STEP). LTSC implemented this change in the fall, allowing UNIV104 and ENGL101A to work in tandem to improve student performance. With support from the department of mathematics, the UNIV102 (Confidence Building and Study Skills in Mathematics) curriculum and grading policy has been revised to ensure the math and study skills course structure and content best prepares students to transition successfully into college level and developmental math courses in the fall.

Letters and Sciences developed a website to educate LTSC students on tools and resources available to explore various career interests as they relate to majors and to research potential job, internship, and research opportunities.

LTSC hosted a reception for Dr. Betty Beckley, the first Director of Letters and Sciences, to tour the ever-changing campus, visit the LTSC office, and connect with past recipients of the Betty Beckley Award. Dr. Beckley's award provides scholarships for academically talented LTSC students with unmet financial need and demonstrated involvement beyond the classroom. In 2015-2016, Dr. Beckley supported six scholarship awards totaling \$13,789.

The fall 2015 Law School Fair, held in cooperation with the Career Center and President's Promise, generated \$25,819 in revenue, which was used to award eight scholarships through the Letters and Sciences Award.

There have been several personnel changes in Letters and Sciences. LTSC hired a new assistant director and a new coordinator for Transfer Student Programs. The assistant director's primary responsibility is to oversee all LTSC transfer student programming and initiatives. The coordinator is responsible for services designed to increase the retention and graduation rates of transfer students and serves as advisor to Tau Sigma. LTSC hired a new coordinator to manage the day-to-day administrative needs of the office, support program initiatives, and coordinate LTSC's budget operations.

## Comparative Student Data

### Total University and Letters and Sciences Majors Fall 2014 and Fall 2015 (Based on IRPA Profiles – Number of Registered Majors)

Fall 2014			Fall 2015		
Campus Total	LTSC	%	Campus Total	LTSC	%
27,056	3,759	13.9	27,443	3,328	12.1

### New Letters and Sciences Majors Fall 2014 and Fall 2015 (Based on IRPA Profiles – Number of Registered Majors)

Students	Fall 2014			Fall 2015		
	Campus	LTSC	%	Campus	LTSC	%
First-Time Freshmen	4,130	1,144	27.7	3,939	933	23.7
New Transfer Students	2,247	831	37.0	2,346	754	32.1
<b>Totals</b>	<b>6,377</b>	<b>1,975</b>	<b>31.0</b>	<b>6,285</b>	<b>1,687</b>	<b>26.8</b>

### “Prepare to Declare:” Students Changing Majors Out of Letters and Sciences

Term	# of students on LTSC caseloads*	Students changed out of LTSC major code	
		#	%
Fall 2014	3,625	1258	34.7
Spring 2015	3,208	669	20.9
Fall 2015	3,197	1125	35.2
Spring 2016	2,919	684	23.4

\* Total number of LTSC “caseload” students does not include all of IRPA’s reported LTSC students. “Caseload” numbers exclude Non-Degree Seeking, Science in the Evening, Golden ID, Education Abroad, Concurrent Enrollment, etc.

### 60+ Credit Students in Letters and Sciences

Semester	# of Students	Total LTSC Students*	%
Fall 2014	132	3,625	3.6
Spring 2015	202	3,208	6.3
Fall 2015	181	3,197	5.7
Spring 2016	180	2,919	6.2

\* Total number of LTSC “caseload” students does not include all of IRPA’s reported LTSC students. “Caseload” numbers exclude Non-Degree Seeking, Science in the Evening, Golden ID, Education Abroad, Concurrent Enrollment, etc.

### Registered Letters and Sciences Majors in Interim Advising Program (IAP)

	Total LTSC Students*	All Majors in IAP	%	First Time Majors	%
Fall 2014	3,625	412	11.4	272	7.5
Spring 2015	3,208	309	9.6	155	4.8
Fall 2015	3,197	302	9.4	224	7.0
Spring 2016	2,919	282	9.7	141	4.8

\* Total number of LTSC “caseload” students does not include all of IRPA’s reported LTSC students. “Caseload” numbers exclude Non-Degree Seeking, Science in the Evening, Golden ID, Education Abroad, Concurrent Enrollment, etc.

**Graduation and Retention Rates – University**  
(Based on IRPA Profiles Data)

	Retained or Graduated				Graduated		
	*Cohort Size	After 1 Year	After 2 Years	After 3 Years	After 4 Years	After 5 Years	After 6 Years
<b>Fall 2009</b>	4,190	95.2%	91.7%	89.7%	69.5%**	84.7%**	86.4%
<b>Fall 2010</b>	3,918**	94.5%	90.7%	89.5%	68.9%**	84.5%	
<b>Fall 2011</b>	3,983**	93.9%	90.8%	88.9%	66.3%		
<b>Fall 2012</b>	3,892	94.7%	91.2%	89.7%			
<b>Fall 2013</b>	4,011	95.7%	92.3%				
<b>Fall 2014</b>	4,128	95.4%					

\*Initial cohort includes only full time, degree seeking new freshmen.

\*\* Reflects change to IRPA-provided data.

**Graduation and Retention Rates – Letters & Sciences**  
(Based on IRPA Profiles Data)

	Retained or Graduated				Graduated		
	*Cohort Size	After 1 Year	After 2 Years	After 3 Years	After 4 Years	After 5 Years	After 6 Years
<b>Fall 2009</b>	1,057	93.5%	88.7%	86.2%	63.4%**	81.3%	83.0%
<b>Fall 2010</b>	998**	92.5%	86.7%	85.0%	59.1%**	79.0%	
<b>Fall 2011</b>	986	90.4%	84.6%	82.9%	54.7%		
<b>Fall 2012</b>	1,019	92.8%	87.5%	85.5%			
<b>Fall 2013</b>	1,080	93.7%	88.7%				
<b>Fall 2014</b>	1,144	92.5%					

\*Initial cohort includes only full time, degree seeking new freshmen.

\*\* Reflects change to IRPA-provided data.

**Graduation and Retention Rates – Letters & Sciences – STEP Program**  
(Based on IRPA Profiles - STEP Data Sets)

	Retained or Graduated				Graduated		
	*Cohort Size	After 1 Year	After 2 Years	After 3 Years	After 4 Years	After 5 Years	After 6 Years
<b>Fall 2009</b>	46	93.5%	84.8%	76.1%	54.3%	71.7%	73.9%
<b>Fall 2010</b>	39	92.3%	66.7%	66.7%	33.3%	51.3%	
<b>Fall 2011</b>	48	93.8%	85.4%	85.4%	22.9%		
<b>Fall 2012</b>	47	91.5%	70.2%	63.8%			
<b>Fall 2013</b>	48	95.8%	89.6%				
<b>Fall 2014</b>	43	90.7%					

\*Initial cohort includes only full time, degree seeking new freshmen

**LTSC Students on Academic Probation**

Semester	# of Students	Total LTSC Students	%
<b>Fall 2014</b>	140	3,625	3.9
<b>Spring 2015</b>	241	3,208	7.5
<b>Fall 2015</b>	138	3,197	4.3
<b>Spring 2016</b>	220	2,919	7.5

**LTSC Students on Dean's List**  
(3.5+ Semester GPA)

Semester	# of Students	Total LTSC Students	%
Fall 2014	526	3,625	14.5
Spring 2015	619	3,208	19.3
Fall 2015	667	3,197	20.9
Spring 2016	561	2,919	19.2

**Orientation Attendance by Letters and Sciences Students**

Matriculation Term	Freshmen	Transfers
Fall 2014	1,175	865
Spring 2015	655	421
Fall 2015	966	787
Spring 2016	518	367

**Note:** The numbers of students attending fall orientations through Letters and Sciences are slightly higher than the freeze data indicate, as they include students who changed majors or did not remain enrolled after orientation. These data only include students who attended regular scheduled university orientations.

**Pre-Law Data**

The following information looks at University of Maryland student data for application years 2013-2014 and 2014-2015. Student data for application year 2015-2016 will be available in February 2017.

**Overall Acceptance Rate of Maryland Students Applying to Law Schools**  
*Percentage of applicants accepted to at least one law school*

	Seniors	All Graduates
Maryland (2013-2014)	96%	82%
*National (2013-2014)	86%	78%
Maryland (2014-2015)	94%	80%
*National (2014-2015)	86%	77%

Source: Law School Admission Council Pre-Law Advisor Action Reports ([www.lsac.org](http://www.lsac.org))

\*National data is used for comparison.

**Course Summary Data**

**First Year Experience Courses (UNIV100/106/107/108)**

UNIV courses introduce students to University resources, expectations, and experiences.

**Course Enrollments\***

Course	Academic Year 2014 - 2015				Academic Year 2015 - 2016			
	Sections	Seats Offered	Seats Issued	%*	Sections	Seats Offered	Seats Issued	%*
UNIV100	28	560	478	85.4%	24	480	359	74.8%
UNIV106	1	20	17	85%	5	99	86	86.9%
UNIV107	4	80	66	82.5%	4	80	67	83.8%
UNIV108	5	100	101	101%	6	120	113	94.2%
<b>Totals</b>	<b>38</b>	<b>760</b>	<b>662</b>	<b>87.1%</b>	<b>39</b>	<b>779</b>	<b>625</b>	<b>80.2%</b>

\*Source: Testudo. Percentages represent seats issued compared to seats offered.

## MARYLAND CENTER FOR UNDERGRADUATE RESEARCH

**Director: Francis DuVinage**

**[www.ugresearch.umd.edu](http://www.ugresearch.umd.edu)**

The Maryland Center for Undergraduate Research (MCUR) saw strong participation in its signature programs for 2015-2016. The Maryland Student Researchers (MSR) program continues to play an important role in providing undergraduates access to research opportunities offered by faculty during the year. This year, the MSR program featured more opportunities than ever, with 160 listings (often seeking more than one student each), compared with last year's high of just over 150 opportunities. Importantly, most MSR opportunities are open to beginning student researchers, making this effectively a gateway program. The MSR database is kept fresh through updates prior to the start of fall and spring semesters. The 18<sup>th</sup> annual Undergraduate Research Day, held in the Grand Ballroom of the Stamp Student Union, featured strong participation by individual and team presenters. The Maryland Summer Scholars (MSS) program, which funds summer research projects on the College Park campus, at the University of Maryland, Baltimore School of Medicine, and beyond, received nearly 100 applications, while MCUR continued to encourage qualified students to pursue competitive external research placements for the summer.

**Undergraduate Research Day** – 2015-2016 saw nearly 190 submitted poster proposals for Undergraduate Research Day on April 27, close to last year's record of just under 200. Over 600 individual and team-based researchers participated in the work described in these posters.

**Undergraduate Researchers of the Year** – For the past six years Undergraduate Research Day has opened with a celebration of the accomplishments of about six undergraduate Researchers of the Year. This has proven to be a popular and effective way of highlighting the substantial involvement of University undergraduates in the process of discovery. This year MCUR limited eligibility for faculty nomination to seniors so that the award could better reflect research accomplishments over the course of a student's academic career.

**Maryland Summer Scholars Program (MSS)** – MSS continues to attract strong interest from undergraduate researchers, with 47 applications this year, just below last year's total of 49. For each of the past three years MSS has awarded around 29 summer research grants, with over a third of these going to freshmen or sophomores.

**MPower Maryland Summer Scholars Program - Partnership with University of Maryland, Baltimore** – With strong support from both campuses, the MPower Maryland Scholars Program again was expanded from 10 to 12 funded participants for summer 2016. Annual funding is now at \$60,000. The program continues to attract strong interest among undergraduates, with 48 applications received for the 12 available placements this summer.

**Enhanced Promotion of External Research Opportunities** – MCUR continued to increase its outreach to students about high-value external research opportunities, both to enhance students' range of experiences and to leverage externally available funded opportunities to support students' development. Special sessions were designed to inform students of opportunities focused on populations underrepresented in STEM studies and careers.

## NATIONAL SCHOLARSHIPS OFFICE

**Director: Francis DuVinage**

**[www.scholarships.umd.edu](http://www.scholarships.umd.edu)**

University of Maryland students and alumni excelled in a wide range of competitive national scholarship opportunities, earning awards worth almost \$7,090,000. For 2015-2016 candidates performed especially strongly in several high-profile award programs in STEM fields as well as in study abroad and foreign language study. For the fifth consecutive year, University of Maryland undergraduates received more Boren Scholarships for critical language study than did students from any other university. Undergraduate and graduate students set a new institutional record with 15 Critical Language Scholarship offers, leading both peer institutions and Big Ten schools. Another institutional record was set for the number of Gilman Scholarships won by undergraduates, with 35 awards, and this year also saw students and alumni earn the University's second-highest total of Fulbright awards, with 17 earning grants for international study, research, or English teaching. In the sciences, 2015-2016 saw the University become one of only two institutions nationwide (along with Stanford) to earn the maximum possible number of Goldwater Scholarships (four) in each of the past two years. University students and alumni also enjoyed another very strong outcome in the National Science Foundation's Graduate Research Fellowship competition, with a result for seniors and recent alumni that ranked ninth nationally among all institutions. Finally, sophomores pursuing environmental studies tied for third nationally in the number of NOAA Hollings Scholarships earned. This year's highlights include results in the following programs.

**Luce Scholars Program:** The Luce Scholars program is a prestigious, highly competitive fellowship that places awardees in a year-long professional internship in Asia on the basis of professional interests, background, and qualifications. Mohammad Zia, who is currently completing a master's degree in energy resources and economic policy at the University of Oxford in the United Kingdom, plans to pursue an internship in an organization focused on energy policy and economic development in Indonesia. Seventy-five U.S. colleges and universities are eligible to nominate candidates for the Luce Scholars Program. Zia was graciously offered nomination by Willamette University in Salem, Oregon.

**National Science Foundation Graduate Research Fellowships Program (NSF GRFP)** (supports three years of graduate study in STEM, social and behavioral sciences): Thirty-four University students or alumni won NSF GRFP awards this year. Each Fellowship is worth over \$138,000 over three years. Over the past three years University seniors and recent alumni have won a total of 83 NSF Fellowships, more than any other Big Ten institution. This year's total of 34 NSF awards won by seniors and recent alumni ranked ninth nationally.

**National Defense Science and Engineering Graduate Fellowships (NDSEG):** The NDSEG is a highly competitive, portable fellowship that is awarded to U.S. citizens and nationals who intend to pursue a doctoral degree in one of fifteen supported disciplines. NDSEG Fellowships last for three years and pay full tuition and all mandatory fees, annual stipends of \$34,000, and up to \$1,000 a year in medical insurance.

**Goldwater Scholarship** (for excellence and promise in the sciences and engineering): The Goldwater Scholarship provides awards worth up to \$15,000. Over the past eight years, University nominees have earned more Goldwater Scholarships than any Big Ten or peer institution. The University of Maryland is one of only two universities nationwide to have all its nominees succeed in the Goldwater competition for each of the past two years.

**NOAA Hollings Scholarship** (for students pursuing studies and career plans related to the environment): The NOAA Hollings program provides \$16,000 in scholarship support and paid summer research opportunities for sophomores. This year's four awardees tied the University for third nationally.

**Fulbright U.S. Student Program Awards** (for long-term research, study, or English teaching abroad): This year's 17 Fulbright awards will earn the University its sixth designation as a national Top Producer of Fulbrights since the establishment of the new NSO eight years ago. The University's advising for Fulbright U.S. Student Grants is led by Prof. James Gilbert.

**Boren Scholarships** (for long-term critical language training abroad): The Boren Scholarship is a Department of Defense Program that provides students with up to \$20,000. With seven Boren awards, the University ranked first in the nation for the fifth consecutive year.

**Critical Language Scholarships (CLS)** (U.S. State Department award for intensive summer critical language studies abroad): This year's fifteen CLS awards surpasses the University's previous high of eleven (last year), and places it first among peer institutions and second among Big Ten universities for 2015-2016.

**Gilman Scholarships** (for study abroad for Pell Grant recipients): University Pell Grant recipients earned 35 Gilman Scholarships in 2015-2016, the most ever for the University.

**Rangel and Public Policy and International Affairs (PPIA) Programs** (to encourage careers in international affairs for students from socio-economic backgrounds underrepresented in the field): Three University undergraduates and recent alumni won Rangel awards from the U.S. State Department. Two Rangel Fellows will pursue graduate degrees in international affairs, while one Rangel Summer Scholar will engage in an intensive summer program at Howard University. Two additional undergraduates received PPIA Summer Fellowships and are pursuing intensive studies at Princeton and Carnegie-Mellon Universities.

A major initiative for the NSO this year was to engage veterans of military service on campus. Working with the director of the Office of Veteran Student Life, NSO advised five veterans in applications for national awards. All five were successful, winning two Gilman Scholarships for study abroad, a Critical Languages Scholarship for Persian Language study in Tajikistan (declined in favor of a comparable award from Project Global Officer), a Rangel Summer Enrichment Program Scholarship, and a Public Policy and International Affairs Fellowship. We expect this strong start to develop into a long-term partnership with this important community of students.



## NSO - Major National Scholarships Results FY2013-2016

Scholarship Name	FY 13	FY 14	FY 15	FY 16	Gain/Decrease over FY2015
Beinecke Scholarship	1	0	0	0	-
Bridging-Japan#	1	0	1	1	-
Critical Languages Scholarship	8	9	11	15	+4
DAAD*#	1	1	3		
Ford Pre-Doctoral	0	0	0	1	+1
Freeman-Asia@	1	-	-	1	+1
Fulbright	15	10	12	17	+5
Goldwater	3	3	4	4	-
Gilman#	32	27	31	35	+4
Gates Cambridge	1	1	0	0	-
Marshall	0	1	0	0	-
NDSEG** Fellowship	3	0	7	5	-2
NOAA*** Hollings	1	4	9	4	-5
NSF GRFP****	32	45	33	34	+1
NSEP***** Boren Scholarship	10	12	9	7	-2
NSEP***** Boren Fellowship	1	2	2	3	+1
Pickering/Rangel	0	0	3	3	-
PPIA*****	2	0	2	2	-
Rhodes	0	0	1	0	-1
SMART*****#	3	1			
Soros Fellowship	0	0	1	0	-1
Truman	1	1	0	0	-
Udall	0	0	0	0	-
Winston Churchill	0	0	0	0	-
<b>TOTALS</b>	<b>116</b>	<b>117</b>	<b>129</b>	<b>123</b>	

# 2015-16 complete results have not yet been officially published for the Gilman, DAAD, Bridging-Japan, or SMART programs.

@ The Freeman-Asia program was inactive for two years, and resumed making grants in FY 16.

\* DAAD – German Academic Exchange Program

\*\* NDSEG – National Defense, Science and Engineering Graduate

\*\*\* NOAA – National Oceanic and Atmospheric Administration

\*\*\*\* NSF GRFP – National Science Foundation Graduate Research Fellowship Program

\*\*\*\*\* NSEP – National Security Education Program

\*\*\*\*\* PPIA – Public Policy and International Affairs

\*\*\*\*\* SMART – Science, Mathematics, and Research for Transformation

## **ORIENTATION OFFICE**

**Director: Gerry Strumpf**

**[www.orientation.umd.edu](http://www.orientation.umd.edu)**

A number of new components were implemented or expanded for New Student Orientation over the past year. Following the annual end-of-summer review of Orientation programs and registration numbers, both internally and with campus partners, a number of improved programmatic and schedule features were developed. Below are highlights of summer 2015 programs:

- Enhanced the performance review process for all student staff members, consisting of personal and professional goal setting, staff-led workshops, and training exercises that support career readiness, interpersonal communication, and professional skill building. A peer-to-peer review process was implemented, enabling student staff members to rate their peers on approachability, teamwork, and openness to new experiences and ideas.
- Continued the comprehensive leadership development program for returning student staff members. In the second year of the program, a series of five workshops were held that included: Strengths Quest, Résumé Writing and Career Building, Leadership and Your Peers, Conflict Management, and Second Summer=Best Summer. The workshops were designed using assessment and student feedback from the inaugural workshop series. Based on assessment, the number of workshops will decrease to four.
- Piloted an overnight option for transfer students to include on-campus activities, late night chill sessions with campus groups, and an on-campus meal. This pilot program provided a traditional orientation experience for those transferring to the University within their first year or for those looking for a traditional first-year experience. Fewer than 20 students participated so the program will not continue in the coming year.
- Partnered with the Maryland Adventure Program to offer and promote three weekend camping trip options for new transfer students to better support their transition to the University.
- Revised both the first-year and transfer student version of *Terp Life* to include increased information about Title IX/sexual assault education, off-campus housing services, off-campus and commuter student life, and student conduct.
- Transitioned to co-management of transfer afternoon programming and Transfer My Maryland Resource Fairs with Off-Campus and Commuter Student Life in the Stamp, including shifting expenses for Stamp room fees to Off-Campus and Commuter Student Life.
- Moved to an online email system for data output to expedite the process and become more sustainable. This allows the office to have more accurate and daily data available for statistical comparisons and other jobs.
- Participated in a training program with Undergraduate Admissions to receive weekly data, including the number of students who have confirmed enrollment by academic college. This enables more readily available data based on students who have confirmed enrollment and facilitates effective communication with Admissions and the colleges to properly alter orientation seats in programs based on need.
- Hired a student graphic designer to manage publications online and in print.

Beginning in June the following changes were implemented for summer programs:

- Collaborated with FIRE (First Year Innovation and Research Experience) to provide students an introduction to the opportunities available to them through this learning community. This effort mirrors the opportunities afforded other learning programs, in the format of an afternoon meet-and-greet for students.
- Incorporated a 30-minute safety session on Title IX/sexual assault for all first-year students, followed by a more intimate discussion, facilitated by an Orientation advisor.
- Implemented a skit created by returning Orientation staff focused on diversity and inclusion.
- Created breakout sessions on day two of first-year programs for parents and family members, focused on the unique needs and transitional issues of first-generation students, and parents or family members who are sending their first child to college.

The One Project, which provides events, resources, and support for LGBTQA students, continued to build on collaborations with the LGBT Equity Center, LGBT Studies, Cambridge Community Queers and Allies, and Multicultural Involvement and Community Advocacy. In its fifth year, the One Project co-sponsored an Alternative Spring Break Trip in March with Leadership and Community Service Learning (LCSL). This experience replaced the previous alternative break trip that was organized and financed by Orientation. Co-sponsorship with LCSL provided stronger program infrastructure and processes, staff logistical support, and educational opportunities for students and trip leaders. Additional support from the alternative breaks program aided in strengthening and enriching this experience for students.

Important progress has been made to include information on sexual assault in Orientation and UNIV100. In the fall, a pilot sexual assault session, which was developed in spring 2015, was implemented. The program consisted of a two-hour session led by individuals from the Care Office of the Health Center using the Step-up program. Forty-three sections of UNIV100 participated. The reviews were exceptional and plans are currently in place to assure that all sections of UNIV100 have a session on bystander intervention in the fall.

### **Orientation Program Attendance**

#### **Orientation Attendance Summer 2014 and Summer 2015**

	Summer 2014	Summer 2015
Freshmen	4,016	3,783
Transfers	1,808	1,868
Parents	4,102	4,025

#### **Orientation Attendance Winter 2015 and Winter 2016**

	Winter 2015	Winter 2016
Freshmen	205	174
Transfers	971	836
Parents	365	283

### **Terrapin Trip Participation**

	Summer 2014	Summer 2015
<b>Number of Participants</b>	375	312

### **Course Summary Data**

#### **UNIV100 and 101 Courses**

	<b>Fall 2014</b>	<b>Spring 2015</b>	<b>Fall 2015</b>	<b>Spring 2016</b>
<b>Number of Sections Offered</b>	72	5	74	7
<b>Number of Students Enrolled</b>	1,218	50	905	31

**PRE-COLLEGE PROGRAMS**  
**Executive Director: Georgette Hardy DeJesus**  
**[www.precollege.umd.edu](http://www.precollege.umd.edu)**

Pre-College Programs' mission is to increase the high school graduation, college admission and completion rates of low-income and first-generation students attending local area target schools in Prince George's and Montgomery Counties and Washington, DC. Pre-College Programs (PCP) designs and offers model academic, personal, and social development programs that prepare students for success in diverse college environments. PCP is composed of two U.S. Department of Education grant-funded Upward Bound programs and one Upward Bound Math and Science program. PCP is also home to the LIFT Program, a self-sustaining entrepreneurial initiative.

2015-2016 marked a year of transition for Pre-College Programs. Two new staff members, Nicassia Belton, Associate Director, and Carla Partlow, Research Coordinator, joined the office. PCP offices relocated from Cole Student Activities Building to the John S. Toll Physics Building. Staff, students, parents, and teachers are enjoying the newly renovated space. To introduce Pre-College Programs to the faculty and staff already housed within the Toll Physics Building, PCP hosted an open house in April.

Pre-College Programs continued its living learning communities (LLCs). As an educational experience designed to take student learning beyond the classroom during a six-week intensive summer residential program, PCP offered four LLCs that cover the following areas: Politics and Prose, Diversity Driving Innovation and Entrepreneurship, Advocates Coming Together, and Transformational Leaders Change the World. Students were required to engage in a community service project or advocate for a social justice cause locally, regionally, or globally. PCP's Upward Bound Program is the only TRIO program that offers LLCs for high school students.

PCP counseling staff conducted a workshop titled Dynamic Counseling Techniques for Multicultural Students for TRIO personnel in Gettysburg, Pennsylvania.

Fifty-two seniors graduated from the program this year. This year also marked the 40<sup>th</sup> anniversary of Upward Bound's existence on the campus of the University of Maryland. To mark the occasion, over 50 alumni attend the 40<sup>th</sup> Anniversary Alumni Reception and the 2016 graduation ceremony where they participated in a pinning ceremony to welcome the graduating seniors into the TRIO Alumni Society.

During 2015-2016, Pre-College Programs' three grant-funded programs served 242 students, with 110 students attending the summer residential program. PCP's secondary school retention rate was 97% compared to the Department of Education's standard of 80%. Postsecondary enrollment was 90% compared to the Department of Education's standard of 85%. During 2015-2016, 100% of PCP graduating seniors applied and were admitted to postsecondary institutions.

LIFT, PCP's entrepreneurial program, which is designed to provide academic enrichment services to non-target school students, served 142 participants. During the summer of 2015, LIFT

hosted three two-week summer sessions and offered the following summer courses: SAT Prep, Coding, and Creative Writing. The SAT Prep course, which remains the most popular course for LIFT, served 12 students during the summer and provided 30 hours of instruction in addition to the pre-test and post-test. Additionally, for the first time, LIFT introduced two new courses. The Creative Writing course, enrolling 12 students, was designed to prepare students to write college essays. The Coding course enrolled six students, who also participated in a field trip to the National Cryptologic Museum, which is affiliated with the National Security Agency. During the academic year, LIFT provided an SAT prep course consisting of 14 hours of instruction for 60 students. The Fall College Tour allowed 33 students to visit northeast colleges, including Columbia University, New York University, Temple University, and the University of Pennsylvania.

**External Revenue Acquisition**

Source	FY2016 in \$
Three Upward Bound Grants from the Department of Education	\$1,046,760
Donated Funds	\$ 1,500
<b>Total</b>	<b>\$1,048,260</b>