



# Office of Undergraduate Studies Annual Report 2016–17



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 2016-17 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 create and deliver an exceptional undergraduate experience for students through university-wide integration of academic excellence, personal development, and professional preparedness.

Undergraduate Studies engages the campus community to foster a sense of pride, belonging, and accomplishment within its undergraduate student population and among faculty and staff. The office and its programs act 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

### 2016-17

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**OFFICE OF UNDERGRADUATE STUDIES  
2016-17**

**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  
Jacqueline Kautzer, Director of Administration  
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  
Jacqueline Wheeler Lee, Director, Incentive Awards Program  
Jerry Lewis, Executive Director, Academic Achievement Programs  
Marilee Lindemann, Executive Director, College Park Scholars  
Capt. Troy Mong, Director, Naval Reserve Officer Training Corps  
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**  
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**Office of the Dean**

The Incentive Awards Program joined the Office of Undergraduate Studies in January 2017. In December 2016 Jacqueline Kautzer joined the office as Director of Administration. The Office of Undergraduate Studies also welcomed Dawn Simounet as coordinator for associate deans in January 2017 and executive administrative assistant Sharon Jeffries in May 2017. In coordination with the university's Thriving Workplace Initiative, the Undergraduate Studies Administrative Council participated in several workshops to assess and improve employee engagement, and developed a process for constituent units to enhance engagement as well.

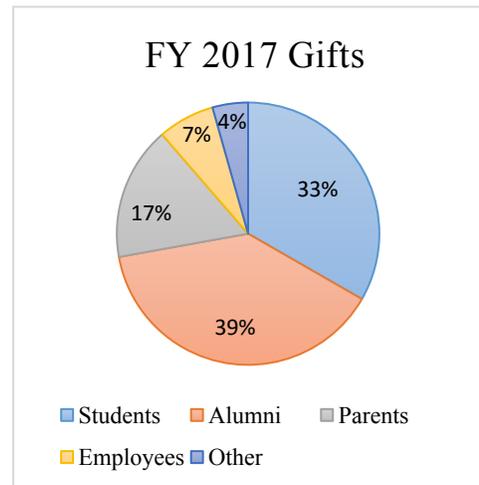
**Development and Alumni Relations**

Giving to Undergraduate Studies was robust; we raised \$3.7 million in 2016-17. The average gift from individuals was \$228. (These figures do not include the Incentive Awards Program, which brought in an additional \$144,000.)

Fall and spring Annual Giving letters highlighted the Honors College, Individual Studies, Letters and Sciences, and other Undergraduate Studies programs. Targeted emails were sent to alumni of College Park Scholars, Honors, and General Studies/Individual Studies. Most gifts were through personal solicitations. Online giving through [giving.umd.edu](http://giving.umd.edu), [givingday.umd.edu](http://givingday.umd.edu), and [launch.umd.edu](http://launch.umd.edu) was popular.

This was the last year of the quiet phase for the Fearless Ideas campaign, which will have its public launch in spring 2018. Undergraduate Studies has raised over \$12 million towards a campaign goal of \$14 million (88%). In preparation for the launch, Undergraduate Studies assembled a campaign committee that will support its initiatives. The members of the committee are:

- Steve Leonard, 1978, Individual Studies (Chair)
- Dan Rochkind, 1998, Honors College
- Wanda Alexander, 1981, General Studies
- CPT John Esposito, 1987, Naval ROTC
- Jahi Jones, 2019, current student, Incentive Awards Program and Academic Achievement Programs.



Dean William Cohen hosted a campaign dinner for alumni and friends in New York City on April 25. This was the first of many opportunities to connect with alumni and friends and share information about the campaign.

For the first time, many Undergraduate Studies programs participated in the University's Giving Day, a one-day all-campus giving challenge. Programs in Undergraduate Studies did well for their size, raising more than \$33,000. Undergraduate Studies was in the top eight units for dollars raised and number of gifts, putting us on par with larger units, and beating our previous best number of gifts by 402%.

Throughout the year, the Honors College Gemstone teams took advantage of the university's crowdfunding platform, Launch UMD ([launch.umd.edu](http://launch.umd.edu)), to bring in more than \$32,000 in support of their projects.

Notable gifts this year were:

- The Hillman family continued support of the Hillman Entrepreneurs program and scholarships.
- The Honors Humanities Keystone Prize is now an endowed award named in honor of Lowell Ensel.
- Parsons renewed support of the Honors College Advanced Cybersecurity Experience for Students (ACES) program.
- IVSP alumnus Steve Leonard continued to support the Academic Achievement Programs Suit Me initiative, as well as other programs within the Office of Undergraduate Studies.
- Chandni Kumar funded an annual speaker series at the university on the topic of Asian Americans and community activism.
- The Merrill family renewed support for the Philip Merrill Presidential Scholars program.
- The Honors College Entrepreneurship and Innovation Program received corporate support for their TerpTank competition from Corecentric, and other corporations.

### **Diversity Initiatives**

Jerry Lewis, Executive Director of Academic Achievement Programs, served as the Undergraduate Studies Diversity and Inclusion Officer in coordination with the campus Office of Diversity and Inclusion. Undergraduate Studies established a Diversity and Inclusion Task Force to work in concert with the Diversity and Inclusion Officer. The task force's objective was to promote and provide opportunities for participation in seminars, workshops, and presentations in Undergraduate Studies and campus-wide that focus on improving communication, civility, climate, healthy culture, and positive experiences and interactions in the workplace.

Each administrative unit in Undergraduate Studies was asked and encouraged to develop unit-level diversity and inclusion goals and activities to enhance the activities at the Undergraduate Studies level. At the end of the academic year, each program director was asked to provide a report on the unit's diversity and inclusion activities. Each director was also asked to address their unit's activities on their Performance Review and Development. The Diversity and Inclusion Task Force sponsored several workshops, including "LGBT in the Workplace," "Resilience in the Workplace," and the third annual Undergraduate Studies one-day retreat, "Beyond Rhetoric: Fostering Inclusivity in a Diverse Work Community."

Undergraduate Studies aligned some of the goals of the Thriving Workplace Initiatives to the diversity and inclusion agenda. Some of the activities and initiatives reported include:

- Letters and Sciences committed to create more initiatives for staff and students to promote a welcoming climate and provide more training to support undocumented, as well as LGBTQ, students.
- Asian American Studies committed to promote the campus climate by maintaining the undocumented.umd.edu website and continue to use it as a tool for providing resources to staff and faculty to promote inclusion.
- Air Force Reserve Officer Training Corps committed to having a welcoming and inclusive learning community, workplace, and campus environment by articulating what diversity and an inclusive environment entails.
- Academic Achievement Programs committed to providing a comprehensive array of skill development instruction, tutoring, academic advising, and counseling to promote retention and graduation of diverse students. The Ronald E. McNair Program committed to assisting non-traditional, low-income, and first generation students prepare for enrollment in graduate programs leading to doctoral degrees.
- Orientation committed to recruiting and retaining a diverse student and professional staff.

### **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 2016-17 met weekly to discuss the topic of academic integrity and student learning. Faculty reflected as a group on all aspects of academic conduct, including how academic integrity is defined in general and specifically on campus, what motivates students to breach academic integrity, and how faculty can design curriculum and learning experiences to promote academic integrity. The group engaged a variety of stakeholders, including students and representatives from the Office of Student Conduct. They completed a detailed literature search and built a bibliography of resources. From these insights the Faculty Fellows developed a rubric to help faculty assess the question, “How well do you and your course promote academic integrity?” This will be available on the Office of Undergraduate Studies website. The fellows included faculty from across campus: John Buchner, Cell Biology and Molecular Genetics; Romel Gomez, Electrical and Computer Engineering; Karen Hallows, Finance; Katherine Izak, National Center for Study of Terrorism and Response to Terror; Angela Jones, Bioengineering; Erin Moody, Economics; Alan Peel, Astronomy; Yanir Rubinstein, Mathematics; Linda Schmidt, Mechanical Engineering; Anne Simon, Cell Biology and Molecular Genetics; Katherine Stanutz, English; and Kerry Trip, Family Sciences.

### **First Year Book**

The 2016-17 First Year Book (FYB) committee included staff from undergraduate programs and faculty from a variety of disciplines, including biology, computer science, government and politics, English, African American studies, and women’s studies. Approximately 60 nominations were submitted and reviewed, and the committee read seven books before making its selection. *Just Mercy: A Story of Justice and Redemption* by Bryan Stevenson was selected for its ability to compel students across several academic fields to discuss the criminal justice system’s treatment of the poor and wrongly condemned.

*Just Mercy* is the winner of several prestigious awards, including the Carnegie Medal for Excellence in Nonfiction and the NAACP Image Award in Nonfiction. Stevenson's memoir invites readers on a journey to witness the redeeming power of mercy. Founder of the Equal Justice Initiative of Alabama, Stevenson has dedicated his career to working with people like Walter McMillian, who was sentenced to life in prison for a crime he did not commit and later exonerated. The book highlights facets of the University of Maryland's mission, including its commitment to engaging students in rigorous, meaningful work that positively impacts the world around us—much as Bryan Stevenson has done and continues to do.

FYB continued its tradition of offering a resource-rich website, accessible to students, instructors, and alumni. The FYB blog connected the book to current issues and events, including a review of a Netflix original film that explores recidivism, a visit to the National Museum of African American History and Culture, restorative power of the Amish community, and the ethics of Arkansas Governor Asa Hutchinson's decision to execute eight prisoners in a 14-day period. The site also offered a reading guide and a variety of online resources for each chapter of the book, including news articles, videos, related websites, tutorials, and interviews with the author. Lesson plans were developed for use in UNIV100 courses and made available for instructors, which included activities and discussion questions encouraging students to apply the book's concepts to real world situations. In-class presentations introducing students to the book were also provided to UNIV instructors by request.

The FYB hosted Bryan Stevenson on November 1 in the Stamp Grand Ballroom. His lecture, "With Justice for All?" was well received by an audience of over 1,200. In addition to the author visit, FYB collaborated with a number of offices on campus hosting events such as a restorative justice workshop and a panel of lawyers and journalists speaking about mercy and the criminal justice system. The University Libraries also provided a resource page on their website, which is linked to the FYB site.

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. *Just Mercy* was used in Academic Writing, Introduction to the University, and classes in sociology, African American studies, and English, and in many of the living-learning and other special programs.

### **General Education Program**

Fall 2016 marked the beginning of the fifth full year of the implementation of the university's General Education program. The program continues to engage faculty from across campus in teaching courses, serving on faculty boards, and attending category-specific professional development opportunities. In the spring the Middle States Commission on Higher Education Evaluation Team recognized the General Education program for contributing to the quality of instruction at the University of Maryland and for effective collection, analysis, and use of assessment data to inform and continually improve the program.

There have been 1,200 courses approved for General Education, and recruitment for new courses continued, including approval of 11 new I-Series courses and 23 new Scholarship in Practice

courses. General Education courses contribute to all living-learning and other special programs, including the First-Year Innovation and Research Experience (FIRE) and Carillon programs.

Continuous improvement in General Education courses is supported through the General Education assessment process. This process engages faculty in the assessment of student work and reflection on student learning in the context of learning outcomes in General Education rubrics.

The Oral Communication, Academic Writing, and Professional Writing categories of General Education have continued with program-wide yearly orientations that include discussion of learning outcomes. Oral Communication courses from the Department of Communication and the Institute of Applied Agriculture continue to engage all instructors in the assessment process. The Department of Communication and Professional Writing Program presented at the university's Innovations in Teaching and Learning Conference, and the Academic Writing Program and the Department of Communication's Oral Communication program have published in disciplinary journals about their teaching innovations. These Fundamental Studies programs encourage faculty to use writing and communication rubrics to support projects in discipline based courses. In the spring the Office of Undergraduate Studies invited team leaders from the Fundamental Studies categories to a collaboration session. Representatives from Oral Communication, Academic and Professional Writing, and Math will continue to meet in upcoming years to address common challenges and opportunities. Sample issues include how to inform campus faculty about the Fundamental Studies mission, and how to support campus initiatives such as Do Good.

This year was the first full year of engaging all Distributive Studies, I-Series, and Diversity faculty in assessment. To support this effort, two emails per semester were sent to all faculty teaching in General Education (an initial email welcomed faculty participation in General Education and provided resources for learning outcomes assessment, while an end-of-semester email encouraged the assessment and reflection process); faculty attending I-Series and Scholarship in Practice faculty meetings were engaged in an assessment discussion. In the past year about 88 faculty completed the assessment process and submitted their findings via the reflection survey, and 98 faculty took advantage of the Canvas Speedgrader tool to collect assessment data. The engagement of faculty in reflection on assessment data was considered a crucial step in the continuous improvement of General Education and was recognized by the National Institute for Learning Outcomes Assessment at the spring 2017 American Association of Colleges and Universities (AAC&U) General Education and Assessment Conference. In their reflections faculty described how assessment revealed useful information that could inform their teaching. Examples of changes that faculty plan to implement include: clarify course expectations, provide greater guidance on assignments, specifically address the diversity in the class, increase feedback to students, provide opportunities for group work, and scaffold student learning.

In response to faculty feedback related to the assessment process, staff overseeing General Education are collaborating with partners in Institutional Research, Planning and Assessment (IRPA), the Teaching and Learning Transformation Center (TLTC), and the Division of Information Technology to streamline the technology associated with General Education

assessment and to determine a path that links this process with expectations of the faculty teaching portfolio.

In recognition of completing the fifth year of General Education, the Office of Undergraduate Studies leadership team engaged in a reflection retreat focused on General Education. Goals were established that include ensuring that all campus constituents find the General Education program meaningful. An outcome of the retreat was a series of initiatives that include greater outreach to faculty, expansion of the number of I-Series courses in Carillon Communities, and hosting a series of focus group sessions that attracted 35 faculty from across campus.

The Office of Undergraduate Studies also continued the tradition of engaging faculty in lively discussion around General Education with I-Series and Scholarship in Practice faculty seminars.

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 Dawn Simounet from the Office of Undergraduate Studies regularly attended these meetings. A note was sent to all I-Series faculty at the end of the spring semester sharing highlights of the discussions, including topics such as enhancing student engagement, utilizing TERP classrooms, supporting team projects, and using online tools to engage students.

The Scholarship in Practice community met two times each semester with agenda items generated by faculty interest. Fall meetings included a discussion of student motivation and faculty readiness for team projects. Spring meetings included a workshop on Design Thinking presented by Erica Estrada-Liou from the Academy of Innovation and Entrepreneurship. The second workshop of the semester was “Teaching and Assessing Revision and Refinement of Student Projects,” presented by Scott Wible, Associate Professor of English and director of the Professional Writing Program.

The Office of Undergraduate Studies collaborated with campus faculty for national and local presentations on aspects of General Education. Presentations at the 2017 AAC&U conference in Phoenix, AZ, General Education and Assessment: Design Thinking for Student Learning, included “Analyzing Faculty Readiness for Teaching Collaboration Skills” and “Implementing Signature Projects through Scholarship in Practice General Education Courses.” A TLTC workshop on “Reducing the ‘Fright Factor’ when Assigning Team Projects” was also provided.

Students nominated 103 faculty for the Undergraduate Studies General Education Teaching Award. The recipient was Douglas Kern, Senior Lecturer in the Department of English.

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

The Office of Undergraduate Studies continued its professional development series for living-learning and other special program leaders during 2016-17. In addition, the office sponsored a campus-wide committee to create a new strategic vision for the Honors College, and worked extensively with College Park Scholars program leaders to revise their strategic plans in preparation for their summer 2017 in-depth reviews. Finally, in March, the Provost’s Committee

on Living-Learning and Other Special Programs was reconstituted with a new charge and expanded membership.

Professional development workshops for directors, associate directors, and assistant directors were combined for the 2016-17 academic year. The office hosted two workshops each during fall and spring. These included Students in Distress (with Resident Life staff), Fundraising 101 (with Director of Development Heidi Bruce), Program Marketing (with Dr. Judy Frels of the Smith School of Business), and Cultivating Alumni Relationships (with Chris Johnson of University Relations). In addition, in the fall the office offered three workshops open to all program leaders on how to develop program strategic plans in preparation for changes to the program review process.

To reconcile conflicting recommendations emanating from recent reviews of the Honors College, Provost Mary Ann Rankin and Associate Provost and Dean William Cohen convened a 13-person committee comprised of faculty, staff, and students from across campus. Scott Wolpert (Mathematics) chaired the committee, which included the following members: Rajshree Agarwal (Smith School of Business), Lyn Culver (University Relations), David Cunningham (Government and Politics), Romel Gomez (Engineering), Samuel Kerstein (Philosophy), Bill Jeffery (Biology), Dennis Passarella-George (Resident Life), Rashawn Ray (Sociology), Aaron Solomon (Cell Biology senior student); Associate Dean Cindy Stevens. Professor Susan Dwyer (Executive Director, Honors College) and Associate Director Traci Dula served as ex-officio members. Provost Rankin accepted the committee's April 20 recommendations and the Honors College began implementing these recommendations during summer 2017.

College Park Scholars program leaders held their annual retreat, which focused on the strategic planning process, in Chesapeake Beach, Maryland, on January 27-28. Executive Director Marilee Lindemann and Associate Dean Cindy Stevens developed a series of interactive workshop sessions designed to elicit key program values, goals, objectives, and measures of program learning outcomes. College Park Scholars central staff then worked with program directors during the spring to develop reports summarizing program plans, curricula and co-curricular activities, and indicators of program success. Reports were submitted on June 30 for in-depth program reviews.

In March, 18 members were invited and accepted invitations to join the Provost's Committee on Living-Learning and Other Special Programs. In addition to Associate Provost and Dean William Cohen and Associate Deans Doug Roberts and Cindy Stevens, members include: Alan Socha (Institutional Planning, Research and Assessment), Joseph Sullivan (Agriculture), Kevin Calabro (Engineering), Patricio Korzeniewicz (Sociology), Mary Hummel (Student Affairs), Jim Riker (Beyond the Classroom Director), Patrick Killion (FIRE Director), Barbara Gill (Enrollment Management), Johnna Schmidt (Writers House Director), Oliver Schlake (Smith School of Business), Betsy Beise (Associate Provost), Coke Farmer (School of Public Health), Philip Soergel (History), and students Justin Buck and Dana Rodriguez. Members attended orientation in April and split into four teams, each of which will review three College Park Scholars programs in summer 2017. Each team will meet with program staff and students and generate program reviews in the fall.

### **Phi Beta Kappa**

The Office of Undergraduate Studies continued to support the election process of the university's Gamma Chapter of Phi Beta Kappa (PBK) by reviewing approximately 1,300 student records, preparing materials for the PBK Members in Committee, notifying elected students, and organizing the 53<sup>rd</sup> induction ceremony and reception at the Clarice Smith Performing Arts Center. This year's ceremony featured Professor Frances Lee, Distinguished Scholar-Teacher 2016-17, Department of Government and Politics. The quality and breadth of the students' academic accomplishments were celebrated with families and friends.

2016-17 Gamma Chapter officers were: Carol Keefer, President; Judith Hallett, Historian, Immediate Past President; Christina Walter, Vice President; and Denis Sullivan, Executive Secretary.

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

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

The PTA program expanded in 2016-17, adding four new advisors, one at each of the four University of Maryland feeder schools: Anne Arundel Community College (AACC), College of Southern Maryland (CSM), Montgomery College (MC), and Prince George's Community College (PGCC). The new staff members housed at the community colleges are Liz Murdock LaFortune (AACC), Lee Ann Lewis (CSM), Tyler McClenithan (MC), and Alex Pianim (PGCC).

Since January, the new staff have met with more than 500 students in one-on-one appointments and 400 students during workshops, and they have sent nearly 4,000 advising-related emails. This is in addition to the more than 2,000 students advised during the year by the assistant directors, Megan Cleaver and Leah Howell. Advisors strengthened the relationships with the university's community college partners as they assisted with course articulation and evaluation, clarified admission information, and acted as an onsite resource for university-related questions and concerns.

### **Student Success Office**

The mission of the Student Success Office (SSO) is to support the retention and graduation of all students. SSO provides information on tutoring and other support services, offers workshops to academic advisors, develops programs to support students on academic probation, and oversees the reenrollment process.

SSO contacts students who are struggling academically on a regular basis to provide information about resources and strategies, with the hope of keeping them from academic dismissal. The three-tiered communication process consists of an academic probation notice as soon as grades are posted, a mid-semester reminder to meet with an advisor or take advantage of campus support systems, and, if necessary, an academic dismissal letter, which explains the dismissal process, requests information from students on the reasons for dismissal, and provides an

opportunity to apply for reinstatement. SSO aims to decrease the number of students who are academically dismissed each year through proactive advising and early intervention.

At the end of the fall 2016 semester, 766 students were placed on probation and 189 were academically dismissed. In spring 2017, there were 480 students on probation and 284 dismissed.

During 2016-17, SSO staff processed approximately 1,400 reenrollment applications, which is a decrease from previous years. Two faculty members review each application, determining if the student may return to the university. Students who are reinstated normally must complete coursework elsewhere before reenrollment.

SSO launched a retention program for students on academic probation. The Terrapin Success Plan is designed to assist students in understanding university policy and their barriers to success. The program, which can be completed in 45-60 minutes, is divided into three sections: an academic policy video, an academic policy quiz, and a self-assessment survey. As part of the launch, 49 students from the School of Public Health, the College of Information Studies, and Academic Achievement Programs were invited to participate. Of the 46 students who enrolled, 43 completed the quiz, and 45 submitted the assessments. SSO subsequently invited an additional 152 students from the College of Computer, Mathematical, and Natural Sciences (CMNS) to participate, bringing the total number of students to 201. By mid-spring, 183 students (91%) enrolled, 99 (49%) completed the quiz, and 96 (48%) submitted the assessments.

SSO staff facilitated three workshops for academic advisors with a total participation of approximately 70. The topics covered were Transfer Credit Services and General Education, Supporting the Undocumented Student Community, and the Hold File and Waitlist process.

The advisor reading group continued during 2016-17 with three meetings in the fall on practices that support students in distress or crisis. These gatherings continued in spring when the group convened three times to discuss advising transfer students as they transition to the four-year institution. Advisors learn from colleagues across campus and bring back innovative practices to their own college or department.

Each year a member of the SSO serves on the planning committee for the Undergraduate Studies Academic Advising Conference. The conference provides professional development and career growth for professional, faculty, and graduate assistant advisors, offering the opportunity for advisors from across campus to come together to share ideas that improve the quality of student advising. In 2016, the conference featured the university's Chief Diversity Officer and Associate Provost, Kumea Shorter-Gooden, who facilitated a panel featuring "change agents" who have made efforts to increase inclusivity on campus. SSO has enhanced the advising conference website and created a detailed timeline for each subcommittee to follow throughout the year.

SSO facilitated a process that surveyed current students who were on academic probation in fall 2014 and have since been academically successful. The survey aims to highlight recurrent themes on what leads a student to transition from academic probation to good academic standing. This has led SSO and IRPA to collaborate on gathering data on all students who have been on academic probation and dismissal to enhance SSO's resources.

## **ACADEMIC ACHIEVEMENT PROGRAMS**

**Executive Director: Jerry L. Lewis**

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

Academic Achievement Programs (AAP) coordinates, develops, and supervises seven programs to provide support services primarily for low-income and first-generation students: Student Support Services, Intensive Educational Development, Ronald E. McNair Post-Baccalaureate Program, Educational Opportunity Center, Summer Transitional Program, Talent Search North, and Talent Search Central. UMD acquired the two Talent Search grants this year, starting in September, with an annual budget of \$240,000 per year for each grant. The U.S. Department of Education's commitment to these two grants is \$2.4 million over the course a five-year grant cycle.

The McNair Scholars Post-Baccalaureate Achievement Program hosted the 18<sup>th</sup> National Conference for McNair Scholars and Undergraduate Research in March. The conference welcomed over 300 attendees representing approximately 40 university program delegations, more than 55 graduate school exhibitors and recruiters (including 12 University of Maryland programs), and faculty, staff, and keynote speakers from across the country. McNair Scholars have presented their research from the McNair Summer Research Institute at upwards of 20 national conferences and have received notable recognition for their research and scholarship including: competing and placing in the top two at the Breakthrough, Innovative, and Game-Changing Idea challenge through NASA and the National Institute of Aerospace; being awarded research assistant positions at the university's Center for Addictions, Personality, and Emotion Research; and remaining engaged in research projects with the Hearing and Speech Sciences, Anthropology, Engineering, and Chemistry departments. McNair Scholars were awarded external summer research opportunities at institutions such as Carnegie Mellon, Harvard, Johns Hopkins, and Northwestern universities. McNair Scholars have enrolled in education abroad programs in countries such as Ghana, Israel, Italy, and Nicaragua over the past year. Two out of the approximately four education abroad flight vouchers were awarded to McNair Scholars this year. Upon graduation, McNair Scholars have received the Research and Innovation Office Entrepreneurship Graduate Fellowship at the University of Colorado-Boulder and the Oak Ridge Institute for Science and Education Fellowship in Behavioral Biology and Neuropsychology at Walter Reed Army Institute of Research.

The Educational Opportunity Center (EOC) continued its mission of recruiting largely low-income and first-generation adults for post-secondary admission, enrollment, financial aid, and life-skills services in Prince George's County. The office relocated to the Riverdale section of Prince George's County, which has provided an excellent opportunity to build new partnerships with community-based and nonprofit organizations. EOC continues to work closely with Prince George's County One-Stop, Prince George's County 202 Coalition, Maryland Multicultural Youth Center, Prince George's County Community College, Prince George's County Library System, and Year Up Capital Region. EOC has also developed new partnerships with Central Kenilworth Avenue Revitalization Community Development Corporation, Court Appointed Special Advocates, and Prince George's County Department of Social Services.

Student Support Services (SSS) welcomed 123 students who successfully completed the 2016 Summer Transitional Program. SSS hosted workshops on financial aid, networking, résumé and cover letter writing, and registration. SSS sponsored cultural and educational events, including a scavenger hunt on the National Mall in Washington, DC, and attending the play *Langston Hughes: Black Nativity*. SSS invited upper-class students to share their internship, volunteer, and study abroad experiences with first-year students to demonstrate how such experiences have honed their interpersonal and career development. SSS invited Education Abroad, Pre-Health Programs, and Business to provide information sessions and walk-in services to students who had questions regarding course requirements, the transfer admissions process, and other academic services.

SSS initiated a pilot passport program with the purpose of encouraging upper-class students to become more involved and engaged with SSS, motivating them to participate in a series of academic and professional events. SSS continues to develop its Student-to-Scholar Leadership and Mentorship program, recruiting 20 upper-class students to serve as student success leaders (SSL) to first-year students in a structured training session. Related SSL events included a game night, which provided an opportunity to cultivate relationships, and an etiquette dinner, where students learned the art of dining. First-year students participated in the annual “Mocktail” event, which allowed them to practice communication and networking skills with invited professionals from the university and surrounding communities.

Intensive Educational Development (IED) continued to assist students in honing their academic skills to become strong, self-regulated learners. The English component provided support to 73 students enrolled in ENGL101 in summer session II and in the fall. Of these students, 96% passed the course with a grade of C or better. During the fall, the component also provided instruction to 44 students in preparation to enrolling in ENGL101 in the spring. Of these students, 93% passed the course with a C or better. The math coordinator and staff provided support for students enrolled in MATH110 during summer session II and 92% earned a grade of C or better. The component prepared the remaining students to take the university fundamental math course in the fall. Of 83 students placed in a math course, 82% earned a grade of C or better. In the spring, 84 students completed a math course, with 70% earning a grade of C or better.

The College Study Skills (CSS) component of IED continues to collaborate with Learning Assistance Services in joint guided study sessions and supplemental instruction trainings. The CSS coordinator worked with the School of Public Health and the College of Behavioral and Social Sciences (BSOS) to offer GRE information workshops. The Academic Success and Tutorial Services (ASTS) in IED continued to see growth as a campus-wide peer tutoring initiative to serve students in “at-risk” courses with DWF rates of 10% or higher. In the fall, ASTS provided services to 449 students with a total of 1,598 hours of tutoring provided. In spring, ASTS provided tutoring to 398 students with a total of 1,333 hours provided.

SSS/IED celebrated the retirement of associate director Dr. Stacey Brown in March, who was at the university for 15 years, and welcomed new staff member Sheena T. Afoakwa, SSS Academic Program Specialist, in May.

Academic Achievement Programs received two Educational Talent Search grants to serve high schools in north and central Prince George’s County. After the program has completed its first year, data will be provided in subsequent Undergraduate Studies annual reports.

### Comparative Student Data by Program

#### UMD Educational Opportunity Center: 2015-16 and 2016-17

	2015-16 <sup>1</sup>	2016-17 <sup>2</sup>
<b>Total No. of Students</b>	<b>625</b>	<b>485</b>
Continuing Participants	519	415
New Participants	106	70
<b>Gender (new participants)</b>		
No. Female	335	260
No. Male	290	225
<b>Race/Ethnicity(new participants)</b>		
No. American Indian/Alaska Native	4	3
No. Asian/Asian American	9	20
No. Black/African American	281	177
No. Hispanic/Latino	311	179
No. White	5	16
No. Native Hawaiian or Other Pacific Islander	0	7
No. More than one Race Reported	15	83
<b>UMD-EOC Objectives</b>		
a. No. of GED eligible participants enrolled in GED	0	*
b. No. of Not Already Enrolled Participants assisted in applying for Financial Aid	625	*
c. No. of Not Already Enrolled Participants assisted in applying for admissions	620	*
d. No. of Not Already Enrolled Participants now enrolled or re-enrolled in college/postsecondary education	187	*

<sup>1</sup> Year 2015-16 data above are based on Annual Performance Report that was submitted to the Department of Education.

<sup>2</sup> Year 2016-17 data reported are current only through May 2017. The UM-EOC program year ends on August 31, 2017.

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

### Ronald E. McNair Post Baccalaureate Achievement Program for 2015-16 and 2016-17

	2015-16 <sup>1</sup>	2016-17 <sup>2</sup>
<b>Total No. of Students</b>	52	51
No. Continuing Students	34	34
No. of New Students	18	17
<b>Gender</b>		
No. Female	31	35
No. Male	21	16
<b>Race/Ethnicity</b>		
No. Asian/Asian American	4	5
No. Black/African American	37	36
No. Hispanic/Latino	8	7
No. White	3	3
No. More than one Race Reported	0	0
No. of Scholars who graduated	20	22
No. of Scholars who enrolled in post-baccalaureate program the following Fall	14	10
No. of previous participants who received doctorate	12	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 2016-17 is preliminary.

### Student Support Services/Intensive Educational Development: 2015-16 and 2016-17

	2015-16	2016-17	2015-16 Expansion Tutoring	2016-17 Expansion Tutoring
<b>Total No. of Students</b>	160 <sup>1</sup>	200 <sup>2</sup>	745	772
<b>No. of New Students</b>				
STP	123	125	--	--
Fall	123	121	--	--
Transfers	1	1	--	--
<b>No. of Students Enrolled (Non-AAP)</b>				
Fall	--	--	415	466
Spring	--	--	330	408
<b>Gender (Fall and Transfer students)</b>				
No. Female	72	73	491	567
No. Male	52	49	233	201
No. Unreported	--	--	21	4
<b>Race/Ethnicity (Fall and Transfer students)</b>				
No. American Indian/Alaska Native	1	2	0	0
No. Asian/Asian American	13	12	94	99
No. Black/African American	55	62	166	174
No. Hispanic/Latino	29	24	85	79
No. White	15	17	315	359
No. More than One Race Reported	11	5	29	27
No. Not Reported	0	0	38	23
No. International/Foreign	0	0	18	9
No. Native Hawaiian / Pacific Islander	0	0	0	2
<b>Retention/Graduation</b>				
1 <sup>st</sup> Year Retention	97.5%	See note <sup>3</sup>	--	--
2 <sup>nd</sup> Year Retention	97.2%	See note <sup>3</sup>	--	--
Degrees Awarded	81 <sup>4</sup>	33 <sup>5</sup> (fall 2016 only)	--	--

<sup>1</sup>Number of returning students who received one or more services this academic year (AAP only). The roster of STP 2015 students who continued in fall 2015 semester, upper-class AAP students (STP 2014 and older), and non-AAP students who received services totaled 905 students.

<sup>2</sup>Number of returning students who received one or more services this academic year. The roster of STP 2015 students who returned for fall 2016 and non-AAP students who received services totaled 972 students.

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

<sup>4</sup> The number of students who graduated at the end of fall 2015 (27) and spring 2016 (54) semesters.

<sup>5</sup>The number of students who graduated at the end of the fall 2016 semester (33) and those who applied for spring 2017 (47) graduation, which is pending confirmation of degree.

## Course Summary Data

### 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 2015	N/A	N/A	N/A	N/A	130	123
Summer 2016	N/A	N/A	N/A	N/A	130	125
Fall 2015	150	124	N/A	N/A	N/A	N/A
Fall 2016	150	122	N/A	N/A	N/A	N/A
Spring 2016	N/A	N/A	150	124	N/A	N/A
Spring 2017	N/A	N/A	150	121	N/A	N/A

## External Resource Acquisitions

External Resource	FY2016	FY2017
SSS Grant Continuation	395,681	401,926
McNair Grant Continuation	276,996	276,995
EOC Grant Continuation	263,047	270,938
Talent Search (North)	N/A	240,000
Talent Search (Central)	N/A	240,000
PG County Council	N/A	10,000
<b>Total External Resource Acquisitions</b>	<b>\$935,724</b>	<b>\$1,439,859</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 a challenging year. AFROTC moved back “home” to the Armory from Cole Field House, working to achieve a seamless transition despite the changes for the cadre and cadets. The focus remained on building leaders of character, reflecting on the rich history and legacy of the program, and developing students’ appreciation for being a military officer. At year’s end, 16 new officers were commissioned as second lieutenants into the U.S. Air Force. The detachment welcomed back many of the university’s alumni military members during the Heritage Room dedication ceremony, and many cadets and cadre members received local, regional, and national recognition.

Detachment personnel interviewed 67 high school seniors competing for national AFROTC scholarships, awarding 15 to cadets who will begin the program in fall 2017. AFROTC administered the Military Studies minor, with seven students in pursuit and three completing the minor. Faculty advised 14 Air Force Nursing Educational Commissioning Program students, reviewing their academic plans to keep them on track for graduation.

In summer 2016, 28 cadets successfully completed a four-week field training course and became upper-classmen in AFROTC. Two of these cadets were recognized as distinguished graduates, an honor reserved for the top 10% of graduates. Three were also identified as superior performers, the second highest honor available to trainees. In preparation for summer 2017, 39 more cadets were selected to attend field training, which represents a significant increase in attendees and a 100% acceptance rate from Detachment 330.

Detachment 330 underwent an Air Force level inspection, which happens every three years. Although most detachment level processes changed due to the move to the Armory, the cadre was able to ensure procedures remained effective and accurate according to Air Force ROTC regulations. Consequently, the detachment earned a rating of Highly Effective—the highest, and least frequently earned, rating possible.

The detachment dedicated its Heritage Room this spring. Distinguished graduates attending the dedication included Lt. Gen. James Clapper, Jr., Maj. Gen. Mark Rosenker, Maj. Gen. James Vechery, and Col. John Church—all of whom are supporters of the University of Maryland AFROTC program. The Heritage Room was created to instill a sense of pride and service in cadets, who spend a lot of their time in it throughout the school year. As cadets prepare for class, or rest from physical training sessions, they may now be inspired by pictures of past graduates who served in the Air Force.

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 students. The club, which has an active roll of 17 members, is an interest group and a recruiting tool for PTP and AFROTC. Through PTP, five members successfully completed ground school, and members conducted over 80 supervised flying hours.

Commander Colonel David Morrissey, a C-17 cargo aircraft pilot, led professional development sessions and flew ten hours.

AFROTC hosted an annual awards banquet at which Major General James Vechery, the Director of Operational Capability Requirements for Air Force headquarters at the Pentagon, served as keynote speaker. Over 40 cadets were received 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.

The cadets demonstrated the Air Force core value of “service before self” through their involvement with Arnold Air Society. In all, cadets performed over 600 hours of community service on and around campus. The Maryland Honor Guard represented the university and the Air Force at 50 events, including many 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.

At the end of the year, Col. Morrissey retired from active duty, two assistant professors changed duty stations, and another assistant professor and a non-commissioned officer left the Air Force. All replacements have been named for these positions.

### Comparative Student Data

<b>Students</b>	<b>FY2016</b>	<b>FY2017</b>
# of new admits	77*	42
Total # in program at the end of the fall semester	133	163
# of commissions	11	16
# of students in minor	9	7
# of minors awarded	3	3

\*Reflects correction to data

### Course Summary Data

<b>Fall Courses</b>	<b>Fall 2015</b>		<b>Fall 2016</b>	
	<b>Seats Offered</b>	<b>Seats Issued</b>	<b>Seats Offered</b>	<b>Seats Issued</b>
ARSC100	129	82	129	91
ARSC200	82	47	82	63
ARSC300	40	26	40	30
ARSC400	36	20	36	27
ARSC059	200	136	200	172
<b>Totals</b>	<b>487</b>	<b>310</b>	<b>487</b>	<b>383</b>

Spring Courses	Spring 2016		Spring 2017	
	Seats Offered	Seats Issued	Seats Offered	Seats Issued
ARSC101	108	54	112	64
ARSC201	74	27	74	44
ARSC301	42	27	42	28
ARSC401	48	16	48	30
ARSC059	250	101	250	148
<b>Totals</b>	<b>522</b>	<b>225</b>	<b>526</b>	<b>314</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).

#### FY2017

During this academic year, AFROTC students acquired \$600,239 in tuition payments, \$33,600 in book stipends, and \$224,000 in other stipends from the US Air Force (total \$857,839).

## **ARMY RESERVE OFFICER TRAINING CORPS**

**Director: LTC Larry Rentz**

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

The University of Maryland Army Reserve Officer Training Corps (ROTC) continues to partner with the university to develop leaders of character for the nation.

Army ROTC is administered by the United States Army Cadet Command at Fort Knox, KY. 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 8,000 cadets from those 275 programs attend the Cadet Summer Training Advanced and Basic Camps at Ft. Knox, KY. UMD sent 19 cadets to Advanced Camp in the summer and all successfully completed the rigorous training.

Regionally, Army ROTC falls under the direction of the United States Army Cadet Command's 4th Brigade at Fort Bragg, NC. This brigade has oversight of 38 schools' ROTC programs, spread over six states: South Carolina, North Carolina, Virginia, West Virginia, Maryland, and Delaware. The University of Maryland's Army ROTC continues to exceed all Army requirements in selecting and commissioning high-quality cadets of character in service to the country. The program was ranked second out of 38 programs and was runner-up to the Douglas MacArthur Award for outstanding program.

Army ROTC worked to increase interaction with the campus community this year by partnering with various departments for activities and instruction. The Army ROTC Ranger Challenge Team provided team building activities for the varsity softball players. Army ROTC staff provided guest lectures to the marching band student leadership and to Smith Business School undergraduate classes on leadership and Army culture. Rafael Lorente, Associate Dean of the Merrill College of Journalism, presented a lecture on media relations to the Army ROTC senior class.

In March, Army ROTC partnered with Naval and Air Force ROTC and conducted the first joint ROTC open house to showcase the renovated facilities in Reckord Armory and highlight ROTC's presence on campus.

Army ROTC's proposal for the establishment of the Army Leadership Studies minor was approved and the first four students graduated with a minor in Army Leadership Studies this spring.

Cultural competency continues to be an area of importance in the leader development program. Army ROTC is extremely proud that cadets Garrett Dearden and Allison McCarthy became the first program recipients of the Boren Scholarship at the University of Maryland. The scholarship will fund their yearlong study of Arabic in Morocco as a part of the University of Maryland Flagship Language Program. Additionally, two cadets were selected for the highly competitive Project Global Officer program to study Arabic at the University and Morocco this summer. A total of eight cadets participated in U.S. Army sponsored

Cultural Understanding and Language Proficiency Training through the Army in Argentina, Bulgaria, Burkina Faso, Mongolia, and Tanzania.

Army ROTC experienced significant change and growth in staff. It welcomed two new assistant professors of Military Science, Captain Sarah Beckwith and Captain Heather Hunkus; Staff Sergeant Richard Baxter and Sergeant First Class John Andrews, as Military Science instructors; Mr. Erik Rothering, as human resources assistant; and Mr. Henry Malone, as the new logistics technician. Master Sergeant Brandon Babyak arrived late summer as the new senior Military Science instructor. Sergeant First Class Erik Graf departed for a new assignment at Fort Benning, GA, and Master Sergeant Elias Rosado retired after 23 years of service to the Army.

The cadets and cadre continued the standard of excellence and achievement this year and are looking forward to surpassing these accomplishments next year.

### **Comparative Student Data**

<b>Students/Degrees</b>	<b>FY2016</b>	<b>FY2017</b>
# of new admits	New Freshmen: 35 Transfer: 3	New Freshmen: 28 Transfer: 5
Total # in program	End of Year: 95	End of year: 91
# of commissions	29	17

### Course Summary Data

<b>Courses/Seats</b>	<b>FY2016</b>	<b>FY2017</b>
# of courses offered	8 (four levels, 2 semesters each)	10 (five levels, 2 semesters each)
# of seats offered	<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	<b>270 Fall Semester:</b> Army 106: 120 Army 201: 60 Army 301: 40 Army 401: 30 UNIV 389A: 20  <b>210 Spring Semester:</b> Army 105: 80 Army 202: 40 Army 302: 40 Army 402: 30 UNIV 389A: 20
# of seats issued	<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>101 in Fall 16:</b> Army 106: 25 Army 201: 32 Army 301: 17 Army 401: 16 UNIV 389A: 11  <b>90 in Spring 17:</b> Army 105: 18 Army 202: 30 Army 302: 11 Army 402: 14 UNIV389A: 17
<b>Totals seats issued</b>	<b>192</b>	<b>191</b>

### External Resource Acquisition

	<b>FY2016</b>	<b>FY2017</b>
\$ amounts of scholarships and non-scholarship stipends awarded	\$1,102,439	\$1,246,900

<b>Breakdown:</b>	<b>FY2016</b>	<b>FY2017</b>
Tuition and university fees:	\$ 762,539	\$ 960,000
Book allowance:	\$ 55,800	\$ 66,000
Stipends awarded:	\$ 284,100	\$ 220,900
<b>TOTAL</b>	<b>\$1,102,439</b>	<b>\$1,246,900</b>

## **ASIAN AMERICAN STUDIES PROGRAM**

**Director: Janelle S. Wong**

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

The Asian American Studies Program (AAS) provides students 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 offered 25 multidisciplinary classes and filled more than 550 seats. Over the course of the past five years, AAS has nearly doubled the number of minors enrolled in the program, from 22 in 2011-12 to 41 in 2016-17; 14 students graduated this year with an AAS minor.

This year AAS instituted a new co-curricular program, the AAS Fellows Program. Seven students participated in the program, which was designed to create a stronger sense of community and shared intellectual purpose among AAS minors. As part of the program, AAS offered workshops and mentoring sessions to help students develop as Asian American Studies scholars and community leaders. AAS facilitated and hosted on-campus internship projects ("Digital Preservation of Interviews of DMV-Asian American Leaders" and "Chinese American WWII Veterans Congressional Gold Medal Project"), involving eight undergraduate students and two local community partners.

Other co-curricular programming this year focused on underrepresented Asian American groups, such as Asian Pacific Islanders. In the fall, AAS hosted a program that featured Native American/Asian American intersections around internalized colonialism. AAS also co-sponsored an event with a Native Hawaiian artist who discussed native epistemologies. AAS sponsored a talk by Dr. Crystal Anderson, Associate Professor of English at Longwood University, on race and popular music, attended by more than 70 students, staff, and faculty.

In partnership with the Office of Multicultural Involvement and Community Advocacy (MICA), AAS developed and launched a new website aimed at supporting undocumented students ([www.undocumented.umd.edu](http://www.undocumented.umd.edu)). This website was recognized and promoted as part of President Loh's State of the University address.

Nearly \$20,000 was secured in external donations, including a new annual commitment from university alumna Chandni Kumar to fund a speaker series.

With a major gift from the Calvin J. Li Memorial Foundation, AAST hired a postdoctoral fellow with expertise in the issues facing second-generation children of immigrants to the United States. The inaugural Calvin J. Li Postdoctoral Fellow, Dr. K. Anh Do, successfully completed the first of two postdoctoral years, and was very active in the program in terms of research, teaching, and community engagement.

AAST also hired a new full-time instructor, Dr. Terry Park, who joins the program to strengthen its offerings in the humanities. His most recent appointment was at Harvard University.

After five years as AAST Director, Dr. Janelle Wong stepped down to take a professorial appointment in the American Studies department. During her tenure, Dr. Wong helped raise the national profile of AAST as her research and commentary was featured in major news outlets, including the *New York Times*, *Los Angeles Times*, *Washington Post*, and National Public Radio. She also oversaw the addition of 15 new AAST classes. Dr. Julie Park, associate professor of Asian American Studies and Sociology, will succeed Dr. Wong as the AAST Director. Dr. Park has served as a core faculty member in AAST since 2008. Her research areas include immigration, demography, race, and urban studies.

### **Comparative Student Data**

	Minors Enrolled	Minors Awarded
Spring 2016	40	15
Spring 2017	41	14

## Course offerings and enrollment

<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.

<b>Fall 2016 Course</b>	<b>Seats Issued</b>	<b>Seats Offered</b>	
AAST 200/AMST 298C	40	42	
AAST 233/ENGL 233	35	33	
*AAST298B/HIST219E/PERS298E/RELS219E	10	4	
AAST378	2	2	
AAST388	2	1	
AAST398D/AMST328J	35	31	
AAST398E/AMST328V/IMMR319G	30	30	
AAST398L	40	40	
AAST443/AMST398J	40	29	
*AAST498I/HESI 418A	20	18	
AAST498J	25	7	
AAST498Y/AMST418W	35	32	
<b>Fall 2016 Semester Totals:</b>	<b>314</b>	<b>269</b>	<b>86%</b>
<b>Spring 2017 Course</b>			
AAST200/AMST 298C	40	40	
AAST222	40	40	
AAST233/ENGL233	35	29	
AAST378	6	7	
AAST388	10	12	
*AAST398C/WMNS379C	20	19	
AAST398E/AMST328V/IMMR319G	30	29	
AAST398I	25	23	
*AAST398J/ ENGL349J	25	26	
AAST398L	28	26	
*AAST398R/HIST428F	40	17	
* EDCP498A/EDCP798A/AAST498A	20	19	
AAST498M/AMST418N	20	16	
<b>Spring 2017 Semester Totals:</b>	<b>339</b>	<b>303</b>	<b>89%</b>
<b>FY2017 Totals:</b>	<b>653</b>	<b>572</b>	<b>88%</b>

\*Cross-listed course, AAST not primary department

## External Resource Acquisition

### FY2016

\$1,200,000.00	Calvin J. Li Fellowship in Asian American Studies
\$ 6,281.00	Other private gifts
\$ 17,932.00	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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**\$1,224,213.00 TOTAL**

### FY2017

\$ 17,824.25	Private gifts (does not include Li Foundation gifts)
\$ 25,028.00	Russell Sage subaward to the University (Janelle Wong PI time and Undergraduate Research Assistants)

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**\$ 42,852.25 TOTAL**

## BEYOND THE CLASSROOM

Director: James V. Riker

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

Seeking to inspire and prepare students for engaged citizenship and leadership on pressing and timely civic issues, Beyond the Classroom (BTC) featured three thematic series with a total of 48 award-winning documentary films, ten civic learning events, and seven 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 Nations Sustainable Development Goals for 2030, as well as innovative educational strategies for empowering children to play leadership roles in solving problems in their communities in China, India, Pakistan, South Africa, and the United States.
- “Voting as if the ‘Real’ Issues Matter”: exploring what first-time voters needed to know to be informed about the key civic issues shaping the 2016 U.S. national election, what roles the media and nonprofit organizations play in informing and influencing voters about these public issues, and what national and global issues require effective leadership and action by the new U.S. president and members of Congress.
- “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 around the world, the role of grassroots environmental activism in addressing the global climate crisis, and citizen-led initiatives for government accountability in China, Peru, Tunisia, Ukraine, and the United States.

Beyond the Classroom continued to expose students to vital 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. Events included:

- A special screening and panel discussion with the School of Public Policy and the Program for Society and the Environment of the award-winning documentary *Before the Flood*. Panelists included: Robert Orr, Dean of the School of Public Policy; Dana R. Fisher, Professor of Sociology and Director of the Program for Society and the Environment; and R.H. Sprinkle, Associate Professor of Public Policy and Co-director of the Sustainability Minor.
- As part of the People Power series, students participated in a special skills-training workshop, “Putting Nonviolence Principles into Practice: Active Bystander Intervention,” that focused on how ordinary citizens can safely diffuse a potential confrontation through nonviolent action.
- Participating in the People’s Climate March to the White House with over 200,000 people on April 29.
- A lecture by Mike Tidwell, Executive Director of the Chesapeake Climate Action Network (CCAN), who spoke to students in the People Power series about the essential role that citizen advocacy plays in realizing a clean energy future in Maryland.

Through participation in exciting off-campus community service and advocacy events with leading nonprofit organizations in the Washington, DC, region, such as 350.org, Amnesty International, CCAN, Doctors Without Borders, 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 2016-17, BTC:

- Supported student-led, collaborative civic research and advocacy projects. Projects developed throughout the year were Get Help UMD 2: Improving Mental Health Services at the University of Maryland, which developed a plan of action for improving access and the quality of mental health services based on best practices at other leading universities; and the Enhancing Campus Resources for Student Well-Being project, which equips undergraduate students with the knowledge and learning skills to enhance their work life balance and overall well-being through personal self-awareness training and experiential activities.
- Organized ten civic learning experiences outside the classroom, eight civic advocacy events, and three community service events where students contributed over 415 hours of volunteer service. Highlights of civic events included participating in a briefing on the global struggle for security and human rights on Capitol Hill, National Public Lands Day at Greenbelt Park, Amnesty International's Mid-Atlantic Regional Human Rights Conference in Philadelphia, the refugees at risk exhibition with Doctors without Borders, the Walk to End HIV with Whitman-Walker Health, and the march and rally to ban fracking at the Maryland General Assembly.
- Supported the creation of a new student organization, Oxfam UMD, which promotes student awareness and engagement on addressing global poverty and refugee issues. Oxfam UMD was a finalist for the 2017 Do Good Challenge.
- Organized a special week of events on "Global Citizen Action to Save the Planet" in late April to inform and prepare students for the People's Climate March on Washington, DC. The week showcased the work of nonprofit and student leaders, presented documentary films on the economic, environmental, and security implications posed by global climate change, and offered a workshop to prepare students for engaging in civic advocacy for the march.
- Awarded 11 BTC transcript notations to students who completed the program's academic requirements. The recipients represented 11 majors from five colleges.
- Supported 12 students with placement and advising in internships with leading nonprofit organizations or government agencies.
- Provided civic programming to a total of 1,438 participants (students, faculty, staff, and members of the public) through the program's three thematic seminar series.
- Collaborated with other university programs to promote special events and innovative opportunities to enable students to gain a global understanding of key civic issues, including partnering with the Clarice Smith Performing Arts Center on the Portals Project Week and the School of Public Policy and the Program for Society and the Environment to understand the potential impacts of global climate change and steps that citizens can take to address it.
- Continued to provide social media outreach through Facebook and Twitter that highlights awareness about key civic issues, students' internship experiences and collaborative research projects, and program activities both in the classroom and in the broader community.

## Comparative Student Data

### Student Participation in the BTC Program: FY2016 and FY2017

Beyond the Classroom	Fall 2015	Spring 2016	Fall 2016	Spring 2017
New Students Admitted into the BTC Program	30	12	15	12
Total Number of Students Pursuing BTC notation	33	32	31	32
Total Number of Students Participating in BTC classes and civic events	66	75	69	84
Student Internship Placements	13	12	7	5
BTC Program Transcript Notations Completed	6	5	6	5
Students Living in South Campus Commons	10	10	7	7
Number of Participants: BTC Faculty & Film Series	542	685	657	781

### Student Enrollment in BTC Courses: FY2016 and FY2017

Beyond the Classroom Courses	Fall 2015	Spring 2016	Fall 2016	Spring 2017
UNIV 325: BTC Seminar I	12	5	12	9
UNIV 326: BTC Seminar II	7*	7	6	3
UNIV 378: Internship Experience	2	3	4	2
UNIV 389L: Civic Leadership for Community Engagement	6	5	5	5
<b>UNIV 399: Special Topics in Experiential Learning</b>				
UNIV 399C: Ensuring a World Fit for Children? Rethinking Our Civic Responsibilities	27	N/A	19	N/A
UNIV 399P: People Power: Activism for Social Change	N/A	43	N/A	51
UNIV 399V: Voting as if the Issues Matter: Election 2016	N/A	N/A	12	N/A
<b>Total Number Students Enrolled</b>	<b>53</b>	<b>63</b>	<b>58</b>	<b>70</b>

\*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: FY2016 and FY2017

Beyond the Classroom	Transcript Notations Awarded	Number of Colleges and Schools Represented	Number of Majors Represented
<b>FY2016</b>	11	5	12
<b>FY2017</b>	11	5	11

## **CARILLON COMMUNITIES**

**Coordinator: Melissa Del Rios**

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

Carillon Communities, a one-year living-learning program for first-year students focused on problem solving and teamwork, is in its third year of implementation and continues to build on lessons learned since its inception. New this year was greater collaboration with the Academy for Innovation and Entrepreneurship (AIE) and the Office of Institutional Research, Planning and Assessment (IRPA); the incorporation of academic peer mentors in the studio course; and revised marketing and outreach materials.

During 2016-17 Carillon staff attended Stanford University's Teaching and Learning studio. The intensive four-day workshop provided a "behind the scenes" of how to teach teams to utilize design thinking and support innovative learning. This experience will directly translate to the teaching of the Carillon studio, where staff will put into place some of the lessons and techniques learned to facilitate students' university introduction to team work and design thinking.

Recent collaboration with IRPA has positioned Carillon to have a greater understanding of the program's impact. With these analysis tools, Carillon will be able to assess retention, time to major identification, completion of General Education requirements, and other key points, against a comparison group.

Carillon Communities partnered with the Teaching and Learning Transformation Center to institute Academic Peer Mentors (AMPs) into the Carillon studio course. The goal was for the AMPs to serve as peers who help advance the learning outcomes, specifically the focus on design thinking, and support the active learning nature of the course. Looking to next year, Carillon will utilize AIE's Peer Innovation Coaches to support student learning, with a focus on design thinking, in the studio course. There is merit to the AMPs in classrooms focused on a specific discipline, and the program will engage AMPs in the Carillon I-Series courses during fall 2017.

In addition to the inclusion of AMPs, other changes were made to the Carillon studio course. The design thinking process was streamlined to three key components (empathy, brainstorming, and testing) to focus students' efforts in applying these steps to other projects. Resident Life and AIE staff visited during student presentations to provide feedback on their projects' process and outcomes. During the Fearless Mission Statement project, where students think through their time at the university, faculty were invited to speak with students and answer their questions. Students had favorable comments about the Carillon studio and in the end of fall semester survey 81% of students (a 14% increase from last year) stated that participation in the studio made them more comfortable with their academic plans.

The I-Series courses continue to serve as the anchor for the program, with students giving positive reviews and indicating that the goals of these courses are being met. When asked to evaluate their experience in their Carillon I-Series course:

- 81% indicated that the course helped them think about complex problems/issues,

- 81% stated that the course helped them evaluate their perspective regarding complex problems/issues, and
- 91% indicated that the course required them to think creatively and critically.

In its third year, the program had enrollment of 70 students (27 in iGIVE, 17 in Novel Humans, and 26 in Once and Future Planet). To address enrollment, staff undertook a redesign of outreach materials. The Carillon Communities website was completely reimagined for spring recruitment. Rather than placing emphasis on communities, the website spoke to students and their families about passions across science, social change, and entrepreneurship. A postcard was developed that again highlighted the “passions into purpose” theme and “addressing problems worth solving.” During recruitment events staff, faculty, and students spoke about Carillon’s focus on teamwork and problem solving, along with the benefits of living-learning programs. Invitations were sent to select students in the Colleges of Behavioral and Social Sciences and Computer, Mathematical and Natural Sciences, as well as those in Letters and Sciences. These efforts resulted in over 100 students applying for Carillon by the spring deadline.

Carillon continues to focus on assisting students in planning their university experience, including major selection. At the end of the school year 17 students in the 2016 cohort had declared a major (26%). The majority of Carillon students arrive on campus with a narrow idea of majors they want to pursue, typically Engineering and Business. However, when they declare, their majors encompass a broad range of disciplines and schools. Along with students identifying their major, 74% reported that they are designing an academic path capitalizing on their interests and strengths, and 84% say that as a result of completing the Carillon Community courses they know what they need to do to succeed academically.

### Program Enrollment

Program	Fall 2015 Enrollment	Fall 2016 Enrollment
<i>All Communities</i>	69	70
iGive	29	27
Once & Future Planet	26	26
Novel Humans	14	17

### Student Retention to University by Year

	Retained at University			
	Cohort Size	After 1 Year	After 2 Years	After 3 Years
<b>Fall 2014</b>	111	105 (94.6%)	99 (89.2%)	96* (86.5%)
<b>Fall 2015</b>	69	67 (97.1%)	64* (92.8%)	
<b>Fall 2016</b>	70	66* (94.3%)		

\*Determined by students registered for fall 2017 courses on 7-11-17.

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

Launched in 1994 as part of Brit Kirwan and Ira Berlin's efforts to improve undergraduate education at the University of Maryland, College Park Scholars is built on a firm foundation but prides itself on being nimble and positively restless. The Scholars program adjusts when circumstances require it and is eager to innovate when opportunities present themselves. Below are some highlights of recent accomplishments as well as adjustments and innovations made by the Scholars central staff and the 12 diverse programs.

In fall 2016, Scholars welcomed the largest freshman class in their history, which was an accomplishment that presented several challenges. With 1,023 incoming students, 75% of programs had more than 80 students in their first-year cohorts, and 25% had more than 90. (Most Scholars programs are designed for cohorts of about 75 students.) The Office of the Provost made funds available to help manage the instructional and programming impacts of such a large class. Those funds enabled Global Public Health, which had 97 students in its freshman cohort, to hire the program's first fulltime assistant director (AD). Among other duties, the AD planned and coordinated co-curricular activities that helped the large cohort gel as a community. Other programs used the funds to hire additional graduate assistants or to cover increased costs for travel and other logistics. From fall opening to spring closing, the large class thrived and benefited from the care and professionalism that are Scholars hallmarks.

Major administrative accomplishments of the past year include the development and implementation of new processes in two major areas, admissions and program review. The latter required months of consultation and collaboration with the Office of Undergraduate Studies, the program directors and staff, and sponsoring colleges. Scholars central staff, and particularly the executive and associate directors, worked diligently to manage the process in a transparent, inclusive manner aimed at building buy-in and assuring that tasks were completed on time. In late January, Scholars held an overnight retreat at Chesapeake Beach to give everyone time and space in a communal setting to focus on strategic planning and to map out the work ahead. All 12 programs were represented and all but one member of the central staff attended. Over the spring there were four follow-up workshops and a faculty meeting where Undergraduate Studies Assistant Dean for Finance and Personnel Kathryn Robinson spoke about program budgets and resource issues. Reports were completed and submitted to the Provost's Committee on Living-Learning and Other Special Programs on June 30.

The Scholars annual theme is an initiative managed by the central staff aimed at creating interdisciplinary conversation and giving students across programs a shared intellectual experience. This year's theme, "Power: Citizenship, Circuits, Societies," advanced those goals by using the fall elections as a springboard for an examination of power across multiple domains. Scholars hosted debate watches in the Cambridge Community, encouraged students to attend events in the campus-wide "Democracy Then and Now" series, and offered a pre-election panel discussion featuring Scholars program directors examining the question, "Do Facts Matter? Presidential Politics in the Age of Truthiness." In the spring the program hosted a book talk by

Professor Leigh Gilmore, author of *Tainted Witness: Why We Doubt What Women Say About Their Lives*. Programs organized or sponsored several power-related events, which were co-sponsored by Scholars, including a lecture by student press law expert Frank LoMonte (Media, Self and Society), a conference on “Crimmigration in the Shadow of Sovereignty” (Justice and Legal Thought), and a lecture by Cambodian genocide survivor and documentarian Youk Chhang (International Studies).

An important offshoot of this year’s theme, the #WeAreScholars initiative, has contributed significantly to promoting diversity and inclusion within Scholars. In light of the various forms of intolerance in the current political climate, it was important to offer a strong affirmation of the program’s core values as a living-learning community. The initiative began as a solidarity statement, printed on brightly colored cards (designed by Catie Medlock, an alum of Scholars Arts), and distributed in first-year colloquia late in the spring. There are also posters and pins, and staff are working on a #WeAreScholars video that will debut at Convocation in the fall as a way of introducing new students to the norms, values, and expectations of the community. #WeAreScholars provides a framework and a catalyst for curricular and co-curricular activities focused on fostering inclusion, community, and learning through difference. It helps organize and call attention to the powerful work taking place in Scholars student groups like Cambridge Community Queers and Allies, Real Talk, and Scholars Promoting and Revitalizing Care.

Scholars students were recognized for a variety of accomplishments. One alum was in Indonesia on a Fulbright scholarship during 2016-17 and another is headed to Malaysia next year. The program had one Goldwater Scholarship winner and two winners of Critical Language Scholarships for summer 2017. Justice and Legal Thought alum Hope Goodman won this year’s Kirwan Award for outstanding junior. Public Leadership student Katie Bemb was named Omicron Delta Kappa (ODK) Sophomore Leader of the Year, while Maria Cortes (Life Sciences), Julianne Heberlein (Justice and Legal Thought), and Chris Weir (Environment, Technology and Economy) were all named ODK Top Ten Freshmen. Public Leadership swept the Do Good Challenge, with alums on two teams that each won \$5,000 grand prizes. Two Scholars alums, Shabnam Ahmed (International Studies) and Christopher Ma (Science and Global Change), were among the top twenty graduating seniors inducted into the Maryland Medallion Society and named Byrd/Elkins Finalists in the spring.

The central staff oversees student awards and scholarships funded by Scholars. In 2016-17 more than \$22,000 was distributed to students currently enrolled in the program and juniors and seniors who earned the Scholars citation. The awards included 34 Co-Curricular Scholarships to support research, internships, and education abroad opportunities. They also included two \$1,500 Martha and Ira Berlin Legacy Fund Scholarships, two \$1,500 Meghan Price Scholarships for Leadership and Public Service, one Jennifer and Richard Tayag TerpStart Endowed Scholarship for College Park Scholars (\$1,970 annually, renewable for up to six years), six Founders Circle Awards, and several prizes for best posters at the Academic Showcase. Growing the resources to support high-achieving students as they pursue the Scholars ideals of learning in and beyond the classroom is a top priority for the central staff and programs.

### Comparative Student Data

<b>College Park Scholars Enrollment Data Fall 2015 and Fall 2016</b>			
<b>Fall Term</b>	<b>First-Year Students</b>	<b>Second-Year Students</b>	<b>Total</b>
<b>2015</b>	892	884	1,776
<b>2016</b>	1023	792	1,815

<b>College Park Scholars Completion Data 2015-2016</b>							
<b>Year Entered</b>	<b>Number Enrolled</b>	<b>Citations</b>		<b>Completion Certificates</b>		<b>Total Completions</b>	
		<b>Earned</b>	<b>Rate</b>	<b>Received</b>	<b>Rate</b>	<b>Completed</b>	<b>Rate</b>
<b>2013</b>	913	706	77%	56	6%	762	83%
<b>2014</b>	961	676	70%	38	4%	714	74%

<b>College Park Scholars Graduation Data 2015-2016</b>			
<b>Year Entered</b>	<b>4-Year Graduation Rate</b>	<b>Year Entered</b>	<b>6-Year Graduation Rate</b>
<b>2011</b>	70.8%	<b>2009</b>	88.1%
<b>2012</b>	73.7%	<b>2010</b>	89.7%

### Course Summary Data

<b>College Park Scholars CPSP Course/Seats Data</b>			
<b>Term</b>	<b>Course Sections</b>	<b>Seats Offered</b>	<b>Seats Issued</b>
Fall 2015/Winter 2016/Spring 2016	148	4,899	3,326
Fall 2016/Winter 2017/Spring 2017	138	4,915	3,577

### External Resource Acquisition

FY2016 Total dollar amount raised: \$33,950

FY2017 Total dollar amount raised: \$29,162

## FEDERAL FELLOWS AND GLOBAL FELLOWS IN WASHINGTON, DC

Director: Joan Burton

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

The Federal Fellows and Global Fellows in Washington, DC, programs integrate academic learning with professional development and internships to prepare students for meaningful careers and leadership. These programs combine a fall academic seminar with a spring internship for college credit, and include professional development workshops and one-on-one coaching throughout the year. They are run through the Office of Undergraduate Studies, in collaboration with the Office of International Affairs and the College of Behavioral and Social Sciences.

In 2016-17, the programs served their largest cohort to date, with 152 students representing 10 colleges, 53 majors, and 30 minors. In addition to a wide array of academic specialties, fellows also included first-generation college students, international students, immigrants, and first-generation American citizens. Members of this year's cohort included students fluent or proficient in Amharic, Arabic, Bahasa, Bengali, Farsi, French, German, Greek, Gujarati, Hebrew, Hindi, Korean, Krio, Mandarin, Portuguese, Russian, Spanish, Tamil, Thai, Ukrainian, Urdu, and Vietnamese.

This year the two programs combined offered seven concentrations:

- ***Global Fellows in Washington, DC*** (four concentrations): Responses to Global Challenges, Science Diplomacy, Critical Regions and International Relations, and U.S. Diplomacy
- ***Federal Fellows*** (three concentrations): Homeland Security Policy, Energy and Environmental Policy, and Public Health Policy

The seven fall courses were taught by 12 expert-practitioners with current positions at the State Department (including three active foreign service officers), the National Counterterrorism Center (NCTC), the Congressional Research Service (a humanitarian aid specialist), Department of Defense (DOD), and the Environmental Protection Agency (EPA), as well as a former Assistant Surgeon General and an environmental lawyer. Guest speakers included officials from the National Security Council (NSC), United Nations, Deloitte, Embassy of Finland, Department of Health & Human Services (DHHS), National Democratic Institute (NDI), White House, Treasury Department, Federal Bureau of Investigation (FBI), and others.

This year students and program alumni received the following major awards:

- 7 Boren Scholarships (Morocco, Kazakhstan, India, and Tanzania)
- 3 Fulbright Awards (Philippines, Taiwan, and Morocco)
- 4 Critical Languages Scholarships (China, India, and Morocco)
- 2 Public Policy and International Affairs (PPIA) Fellowships
- 2 Rangel International Affairs Graduate Fellowships
- 1 National Oceanic and Atmospheric Administration Hollings Scholarship

Alumni include recipients of a Marshall Scholarship, Truman Scholarship, Udall Scholarship, Luce Scholarship, Rangel International Affairs Graduate Fellowship, Presidential Management

Fellowships, and multiple Boren Scholarships and Critical Language Scholarships, as well as participants in the Arabic and Persian Flagship Programs.

After graduation, alumni have obtained positions at prestigious companies and agencies including the International Monetary Fund (IMF), the Department of Justice, Booz Allen Hamilton, the White House, and the Smithsonian. They have gone on to attend graduate school at some of the top institutions in the world, including Harvard, Johns Hopkins, Oxford, and Georgetown.

The programs have developed partnerships with over 40 federal agencies and offices, think tanks, NGOs, foreign embassies, nonprofits, and other organizations. Students are also encouraged to secure internships with non-partner organizations. This year, 67% of students obtained internships at federal agencies, and the rest interned by choice at other internship sites.

The programs provided over 14 professional development workshops as well as resources throughout the year, including:

- one-on-one coaching on résumés, cover letters, interviews, and internships;
- professional development workshops on “How to Build a Winning Résumé,” “USAJobs and Federal Opportunities,” “Informational Interviews and Elevator Speeches,” “Congressional Internship Tips,” “Applying to the State Department,” “Interviewing 101,” “Security Clearances,” and “Peace Corps Info Session”;
- presentations by expert practitioners from federal agencies, international organizations, the White House, the Peace Corps, the University of Maryland School of Public Policy, and the Partnership for Public Service, as well as office staff.

Networking activities included:

- a kickoff event, featuring representatives from the Potomac Institute for Policy Studies, Department of Homeland Security, State Department, International Rescue Committee, DHHS, Department of Energy (DOE), Census Bureau, Department of Agriculture, and Federal Trade Commission;
- seven site visits, including meetings at the State Department, U.S. Agency for International Development, congressional offices and committees, DHHS, DOE, the White House, and NCTC;
- the Final Academic Showcase event for over 200 guests including students, professors, internship supervisors, and university administrators; and
- on and off-campus networking events with program alumni and professors.

This year the Alumni Mentorship Program became a permanent installment of the Fellows. The alumni network now consists of over 800 fellows in the United States and abroad. The Alumni Board also hosted local and D.C. networking events that connected over 90 program alumni and current fellows.

## Course Enrollment Data

### Federal Fellows Program

	2015-16	2016-17
<b>Total # of Students</b>	63	64

### Global Fellows in Washington, DC

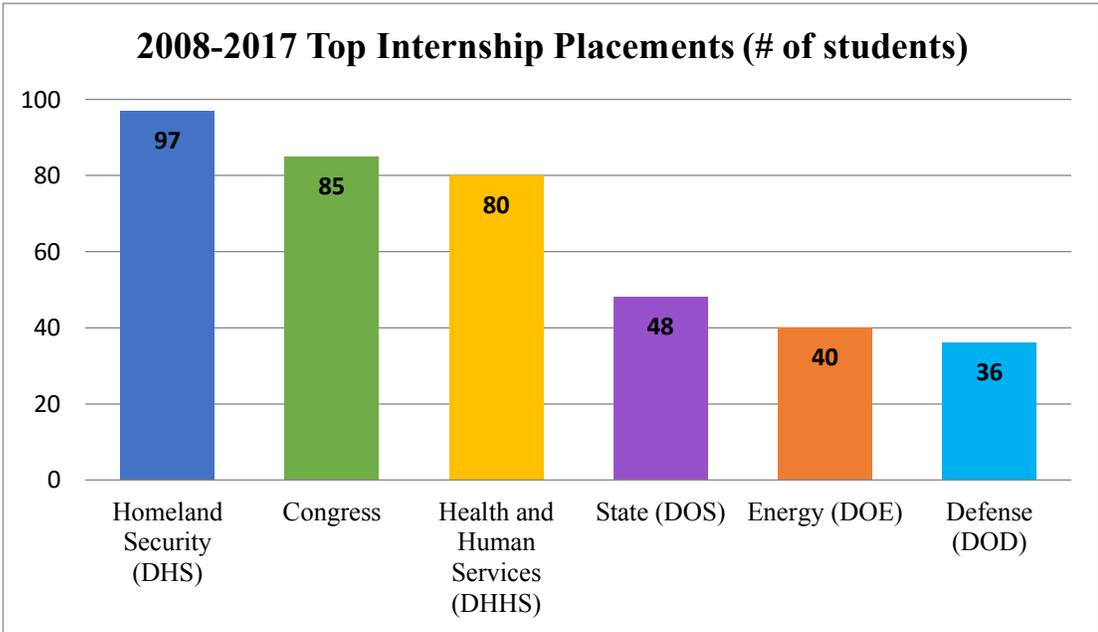
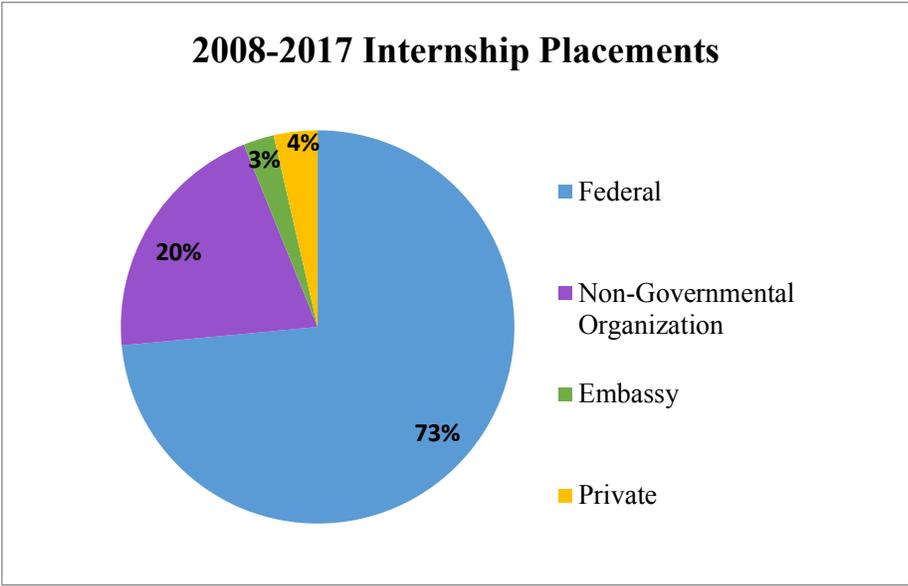
	2015-16	2016-17
<b>Total # of Students</b>	65	88

## Course Summary Data

*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 yearlong programs are permitted to enroll.*

<b>Global Fellows in Washington, DC</b>		
<b>2016-17 Courses</b>	<b>Seats Issued</b>	<b>Seats Offered</b>
FGSM380: Global Challenges	21	25
FGSM370: Science Diplomacy	22	25
FGSM360: U.S. Diplomacy	22	25
FGSM350: Critical Regions and International Relations	23	25
<b>2015-16 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>Federal Fellows Program</b>		
<b>2016-17 Courses</b>	<b>Seats Issued</b>	<b>Seats Offered</b>
FGSM320: Federal Health Policy	20	25
FGSM330: Homeland Security Policy	21	25
FGSM340: Energy and Environmental Policy	23	25
<b>2015-16 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



## **HILLMAN ENTREPRENEURS PROGRAM**

**Director: Gül Branco**

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

The Hillman Entrepreneurs Program (HEP) had its largest graduating class with 45 students. New courses for a minor in technology entrepreneurship were taught this year: HLMN470: Fundamentals of Entrepreneurial Ventures was taught in the fall and HLMN471: Entrepreneurial Finance and HLMN473: Consulting in Tech Entrepreneurship were taught in the spring. HEP coordinated with the Academy for Innovation and Entrepreneurship to incorporate design thinking into the course design for HLMN470.

HLMN473: Consulting in Tech Entrepreneurship was designed so that students would work with local businesses and gain valuable consulting experience. The companies that collaborated with the program this spring include Aerothreads (CEO Aleksandra Bogunovic), Forward Solutions (CEO Kevin Dedner MPH), Jdos Internationalé (President Janice Vieira), SRB Communications (CEO Dr. Sheila Brooks), Capital Sup (CEO Brian Meyer), Leota (CEO Sandra Marley), and Intregue (President Colleen Vacalet).

HEP added a new instructor to the growing number of resources for the program. Professor Brian Baick, an accounting professor at Montgomery College, taught HLMN471 during the spring. He also serves as the faculty advisor for the Macklin Business Institute and he was formerly with the Middle Market Advisory Group of the National Tax Office of PriceWaterhouseCoopers, LLC.

HEP participated in two community service events this year. In the fall, in conjunction with the Women of Wisdom at Prince George's Community College, the Hillman Entrepreneurs participated in the #HashtagLunchbag project, which aims to serve others through bagged lunches. This was the first #HashtagLunchbag project in Prince George's County. On October 29, students from all three schools prepared over 300 meals for those in need. In the spring, HEP coordinated with the newly created HEP Alumni Network, as well as Southern Management, to participate in "Spruce Up" at Mary Harris "Mother" Jones Elementary School to clean and update the school.

HEP held two networking events this year. The fall networking event featured panelists from local companies who spoke to students about effective leadership and social responsibilities of companies. The spring event featured two minority women small business leaders empowering female and minority students. This was also a great networking opportunity for students who were interested in learning how to do business with the federal government.

HEP planned and executed its first marketing competition this year. Students participated in social media marketing for Olivia's Croutons, a small business in Vermont, by creating YouTube videos and posting them on social media. Finalists were chosen based on promoting value proposition of the product, professionalism of the video, creativity and innovation, and an effective written summary. The top three winning teams received additional scholarship money.

HEP also participated in the entrepreneurship workshop series for high school students led by Junior Achievement. Over the course of seven sessions Hillman students visited Renaissance Academy High School, an inner city Baltimore public school, to teach the students about entrepreneurship and help them see that attending college is an attainable goal.

HEP students were recognized for their leadership and merit. Dewan Kazmi was selected for both the University of Maryland-Shady Grove Academic Achievement Award for Marketing Majors and the Smith Outstanding Senior in Marketing Award. Feisal Iddi was awarded the Norris Dave Crockett Award from the Maryland Society of Accounting in addition to a scholarship from the Maryland Society of Accounting. Maimaiti Aji and Rylenn Keys received the Ethnic Minority Achievement Award from the President's Commission on Ethnic Minority Issues. Alejandro Vargas received three awards from the Department of Communication's Film Festival. He received Best Stop Motion for his video "Egg Story" and Best Picture and Best Actor for "The Return."

The knowledge and experience gained during an internship is a great benefit to students in starting their careers. Some of the internships that HEP students received this year include: KPMG, Nteligen, Becton Dickson, Accenture, and Samsung. These internships help lead to great careers. Students have received offers from Northrop Grumman, GE, Deloitte, IMB, and Accenture. Students also choose to continue their education through graduate school. One student was accepted into the PhD program in aerospace engineering at the University of Colorado, Boulder, another is starting dental school, a third will begin medical school, and many are pursuing master's programs.

The program's engagement with alumni has yielded significant results. The spring semester community service project was organized by the Hillman Alumni Network and was a great experience for current students and alumni to give back to the community. In addition, a significant number of alumni attended the Hillman Graduation Ceremony in May.

The program continues providing day-to-day services and mentoring to students. They can participate every semester in workshops on résumé writing and interviewing skills before the major career fairs. Staff meet individually with students throughout the semester. The coordinator monitors students' academic records and meets regularly with students who may be struggling academically. To facilitate a smoother transfer process, the director and coordinator visit the community colleges each semester and conduct group and one-on-one meetings to provide information, support, and guidance.

### Comparative Student Data

<b>Retention</b>	<b>2016-17</b>	<b>2015-16</b>
Total Students	104	87
Entrance Cohort #	44	44
Probation	3	3
Left the Program	2	2
Removed	1	2
Graduated	34	22
End Students #	68	61

### Course Summary Data

<b>Fall 2015 Course</b>	<b>Seats Offered</b>	<b>Seats Issued</b>
ENES460	60	40
ENES463	49	32
<b>Spring 2016 Course</b>		
ENES462	60	42
ENES464	60	30

<b>Fall 2016 Course</b>	<b>Seats Offered</b>	<b>Seats Issued</b>
HLMN470	75	45
ENES464	75	37
<b>Spring 2017 Course</b>		
HLMN471	60	45
HLMN473	60	42

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

The Honors College welcomed an historically large class of 1,130 at Convocation at Ritchie Coliseum. This year also saw the launch of a new, responsive, and accessible website, and the beginning of a fresh and growing social media presence.

The Honors College welcomed new members to the team as other personnel retired or moved on: Ms. Janeirah Jones, Ms. Deidre Couey, Mr. David Turner, Dr. Katie Stanutz, Dr. Stephan Blatti, Ms. Jessica Harrington, and Dr. Sabrina Kramer.

Honors College students received considerable recognition on and off campus. Alumni Mackenzie Burnett and Ashkay Goyal were selected for the *Forbes* 2017 30 Under 30 list. Aaron Solomon (Integrated Life Sciences) was named a Marshall Scholar and Elfadil Osman (Gemstone) was named a Gates Scholar. In addition, Honors College students won six Boren Scholarships, seven Critical Language Scholarships, four Gilman Scholarships, two Barry M. Goldwater Scholarships, two NOAA Hollings Undergraduate Scholarships, two National Defense Science and Engineering Scholarships, and 11 National Science Foundation Fellowships. Muftiat Ogunsanya's Design Cultures and Creativity (DCC) capstone project, a literary magazine to raise awareness about mental health and illness, was funded and distributed by the university's Mental Health Services, and DCC's Jacqueline Chen received several publishing offers for the art book, *Chibird*, that was her capstone project. Foluke Tuakli, in the Entrepreneurship and Innovation Program (EIP), won the Mary McLeod Bethune Award for her significant contributions to the Black student community. Gemstone Team TESLA was awarded the university Invention of the Year. Three students were named Undergraduate Researcher of the Year. EIP-led Symbiont Health won second place and audience choice award in the Do Good Challenge. An Advanced Cybersecurity Experience for Students (ACES) team ranked second at the mid-Atlantic Collegiate Cyber Defense Competition.

Significant events this year included: the largest ever Honors Humanities Keystone Symposium, which attracted over 200 attendees; the first senior send-off reception for Banneker/Key students; the celebration of the first ACES graduating class, with Northrop Grumman's President and CEO, Mr. Wes Bush, and hosted by President Loh at University House; two University Honors Faculty-Student dinners; an award luncheon to celebrate the winners of the Winston Family Best Paper Awards; Honors students' participation in TerpThon that raised \$50,000; and Giving Day, during which the Honors College raised \$3,626.

Each unit in the Honors College cultivated relationships across campus and with government and industry partners, resulting in increased national attention for Honors programs and new learning and professional experiences for students. DCC was awarded a \$33,645 Sustainability Technologies Project Grant to support a student-led repair and maintenance workshop to reduce e-waste. ACES held weekly Tech Talks with leading cybersecurity professionals. EIP received a \$10,000 Ford Motor Company STEAM Grant, \$15,000 from the Do Good Institute, and raised nearly \$20,000 for the TerpTank Capstone Symposium. Gemstone acquired its first corporate

sponsor (FedCentric Technologies), and external funding for team research exceeded \$53,000, of which nearly \$29,000 was raised by Gemstone students through Launch UMD campaigns.

Living-learning program directors and staff continue to develop alumni outreach: the first-ever Gemstone alumni board was convened; EIP conducted a number of summer activities in Washington, DC; DCC hosted two alumni mixers; and Integrated Life Sciences (ILS) invited alumni to its fall and spring welcome dinners, held a Homecoming alumni event, and issued its first alumni newsletter. In addition, Gemstone formed a new Friends and Family organization.

Living-learning program directors and staff implemented a number of programming improvements designed to deepen the connections between students' in-class learning and their professional development. The ACES Cybersecurity Connect Mentoring Program expanded to include over a dozen mentors each from the Northrop Grumman Corporation and the National Security Agency who worked with nearly 100 students. In conjunction with the Office of International Affairs EIP launched ENES211: Introduction to Entrepreneurship, which prepares students for the global entrepreneurship semester, and through its successful Entrepreneur-in-Residence program delivered more support for students joining companies and launching ventures. ILS offered its first study abroad course (The British Masters of Science) in London and also collaborated with the Do Good Institute in a successful course, Innovation and Social Change. DCC established its first-ever virtual reality working group in which students developed a campus-wide architectural visualization system. ACES launched a new course (Digital Forensics) with a National Security Agency instructor, along with three new 400-level seminars.

Each Honors College living-learning program made diversity a focus of its recruitment activities. ILS improved its matriculation of underrepresented minority students from 7% to 17% and DCC welcomed its most diverse class ever with 62% of its incoming class being students of color.

Major strategic activities this year included the trial of new Honors admissions and Baneker/Key nomination processes and the six-month work of a campus-wide Honors College Strategic Vision Committee (HCSVC), chaired by Dr. Scott Wolpert of the Department of Mathematics. In collaboration with College Park Scholars and the Office of Undergraduate Admissions, significant efficiencies were achieved in admissions with no diminution in the quality of the incoming class. The HCSVC delivered its final report to Provost Rankin in April, and its May presentation to the Council of Deans was favorably received.

## Comparative Student Data

Year	Number of New Students	Number of Returning Students in the Honors College	Number of Students Awarded Citations (updated)
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
FY17	967 + 16 transfers = 983	4029	865

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
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
FY17	67 fall + 69 spring = 136	2,628	38	608

## External Resource Acquisition

### FY2017

\$1,035,927 (includes \$805,157 from Northrop Grumman)

## **INCENTIVE AWARDS PROGRAM**

**Director: Jacqueline Wheeler Lee**

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

The Incentive Awards Program (IAP) provides access to Maryland's flagship institution for high achieving students from Baltimore City and Prince George's County public high schools who have prevailed against adverse life circumstances. The program provides ongoing, personalized, and holistic guidance, mentoring, and full scholarships to students who have the drive, but have limited financial and community resources, so they can attain a college education and achieve their full potential. Through tailored activities that promote leadership, community responsibility, persistence, and self-awareness, every student with the will to succeed can achieve and dramatically change the trajectory of their lives.

IAP's main highlight is its move to Undergraduate Studies in January from its former home in the Office of Diversity and Inclusion. IAP joins a cadre of units, many with similar missions and a common goal of getting students to and through college. IAP is now better situated to collaborate with such units and receive comprehensive administrative and fund raising support.

In January, six IAP students traveled to Buenos Aires, escorted by IAP staff, for a cultural immersion experience with an emphasis on human rights in the context of Argentina and South America. This was the first time for such a trip. Through this formal partnership with Education Abroad, students explored issues of poverty, equity, gender, ideology, government, and politics.

IAP welcomed a new staff member, Shelvia English, coordinator of student services, whose role is to provide academic coaching, manage recruitment in Prince George's County, create a robust career development component, coordinate faculty/staff mentoring, and initiate community-building activities, among other duties. English was the driving force behind revamping and implementing study hall hours and Academic Recovery Agreements, both intervention strategies for students having academic difficulty.

One of the remaining units in Cole Field House, IAP expanded into an adjoining suite to fully accommodate staff and students. The newly renovated space comfortably accommodates its three full-time staff members, graduate assistant, and student worker. The office maintains a communal area in which students can hold meetings, study, or connect socially.

In fall 2016, an external team conducted a comprehensive review of IAP, offering recommendations to enhance the program. The review included a self-study by IAP staff, interviews with constituents (current students and alumni, high school guidance staff, mentors, etc.), and a final report, which summarized the findings and made recommendations based on the data collected.

IAP students continued to excel. The one-year retention rate climbed to 97% for Incentive Awards students—now higher than that of other students at the university. Academically, the students are outpacing their peers from similar backgrounds (e.g., same high schools, zip codes,

and similar freshmen profiles) in terms of retention and graduation rates, grade point average, and credits attempted/earned. To date:

- One hundred thirty-six students have already received their bachelor's degrees. Five more students are on track to graduate later in 2017.
- Over 50 Incentive Awards Scholars have studied abroad in 23 countries.
- Forty-five alumni have either completed or are currently pursuing graduate studies.
- Four students have been inducted into Omicron Delta Kappa. Two students have been senior marshals for commencement. Two students have been commencement speakers. One student was invited to the Maryland Medallion Society. One student was inducted into Phi Beta Kappa.
- The first two alumni received doctoral degrees and one more will follow in 2018.

A volunteer engagement plan was developed in response to the many IAP donors, selection committee members, advisory board members, etc. who expressed interest in getting involved outside of their assigned roles. Volunteers are offered a menu of short and long term options from which to choose, including professional development, mentoring, and fundraising, among other opportunities.

Starting September 2017, IAP's recruitment territories will expand to include all high schools in Prince George's County and Baltimore City. Though the number of IAP scholarships will not increase, this change will enable all students to apply for the program rather than limit the opportunity to a narrower, targeted list of schools. IAP staff will collaborate with the Office of Undergraduate Admissions to facilitate a recruitment process that enhances efforts of both units. The Office of Student Financial Aid will also offer timely assistance in vetting prospective students to determine their level of need.

Baltimore City Public Schools CEO Dr. Sonja Santelises hosted a reception for new and current students and alumni to introduce the program to her cabinet members and the Board of School Commissioners to generate greater support. The evening included comments from the CEO, IAP director, and an IAP alumnus. Dr. Santelises's enthusiasm for IAP has ensured that there is dedicated staff to support IAP's efforts within the school system as the program moves forward.

IAP Ambassadors was a student-led initiative to connect current and prospective students throughout the recruitment cycle. Using the GroupMe app, IAP Ambassadors shared campus or IAP information, and motivated prospective students to persist throughout the selection process.

IAP continued its alumni professional development seminars, aimed at keeping them connected to the program and each other. The seminars include veteran professionals from various fields who share their life experience, expertise, and advice on alumni-driven topics of interest. The intent is to provide timely guidance and insight that will help alumni further develop personally and professionally. Recent seminars focused on networking, self-care, and financial wellness.

## Comparative Data

<b>5-Yr Average Retention Rate</b>		<b>IAP</b>	<b>Comparison Group</b>
1st Year Retention Rate	2011-15 cohorts	97%	96%
2nd Year Retention Rate	2010-14 cohorts	95%	89%
3rd Year Retention Rate	2009-13 cohorts	93%	83%
<b>5-Yr Average Graduation Rate</b>		<b>IAP</b>	<b>Comparison Group</b>
4-Yr Graduation Rate	2008-12 cohorts	60%	37%
5-Yr Graduation Rate	2007-11 cohorts	81%	69%
6-Yr Graduation Rate	2006-10 cohorts	80%	72%
<b>5-Yr Average Credits Attempted</b>		<b>IAP</b>	<b>Comparison Group</b>
First Fall	2011-15 cohorts	16.90	14.72
Second Fall	2010-14 cohorts	44.95	41.57
Third Fall	2009-13 cohorts	76.40	69.98
Fourth Fall	2008-12 cohorts	107.87	100.54
Fifth Fall	2007-11 cohorts	143.26	123.54
<b>5-Yr Average Credits Earned</b>		<b>IAP</b>	<b>Comparison Group</b>
First Fall	2011-15 cohorts	16.55	14.26
Second Fall	2010-14 cohorts	44.49	40.43
Third Fall	2009-13 cohorts	75.03	67.55
Fourth Fall	2008-12 cohorts	105.67	97.12
Fifth Fall	2007-11 cohorts	127.68	117.90
<b>5-Yr Average Fall GPA</b>		<b>IAP</b>	<b>Comparison Group</b>
First Fall	2011-15 cohorts	3.18	2.88
Second Fall	2010-14 cohorts	3.05	2.81
Third Fall	2009-13 cohorts	3.05	2.87
Fourth Fall	2008-12 cohorts	3.06	2.94
Fifth Fall	2007-11 cohorts	2.91	2.78

## INDIVIDUAL STUDIES PROGRAM

Director: Joan Burton

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

Recognizing that education is sometimes best approached from outside the boundaries of a single academic major or program, the Individual Studies Program (IVSP) provides students with a forum to create a unique major focused on a specific area of study drawing on courses from multiple academic departments.

This degree-granting program enables exceptional, self-motivated students to develop well-crafted, interdisciplinary curricula leading to an individualized Bachelor of Arts or Bachelor of Science degree. Approved majors have degree requirements equivalent to other university majors. This year 49 students participated in the program, and the program hired a graduate assistant to support its operations. IVSP is the Office of Undergraduate Studies' only degree-granting academic program.

In 2016-17 IVSP conferred 18 degrees:

- Health and Social Inequality, B.S.
- Civic Engagement and Media, B.A.
- Sport and Society, B.A.
- Expressive Therapy, B.A.
- International Relations, B.A.
- Global Health and Women, B.S.
- Digital Media in Society, B.A.
- Global Health, B.S.
- Urban Studies, Planning, and Design, B.A.
- Sports Marketing and Communication, B.S.
- Biomedical Engineering, Bioethics, & the Law, B.S.
- International & Cross-Cultural Communication, B.A.
- Global Public Health and Development, B.S.
- Real Estate Development, B.A.
- Social Entrepreneurship in Latin America, B.A.
- Organizational Leadership and Development, B.A.
- International Development in Latin America, B.A.
- Global Development Policy in the Middle East, B.A.

This year IVSP students received the following major awards:

- 2 Boren Scholarships (Morocco and India)
- 2 Critical Language Scholarships (Bangla and Urdu)
- 2 University of Maryland McNair Scholarships
- 1 Public Policy and International Affairs (PPIA) Fellowship
- 1 Benjamin Gilman International Scholarship (South Africa)
- 1 Snyder Undergraduate Research Experience Scholarship

The Individual Studies Program gave 11 research and professional development awards to its students this year. Awards were made possible by the Steven Leonard and Family Scholarship Fund and the Joe Castiglione and Family Scholarship Fund, as well as IVSP funding. These funds enabled students to travel to conferences and internships, study abroad, and complete original research.

Recent graduates have furthered their academic careers at places such as the Harvard Kennedy School of Government, University of Oxford, University of Cambridge, George Washington School of Medicine, and the University of Copenhagen. Following graduation alumni have obtained positions at the White House Office of Science and Technology, United Nations Development Program, National Institutes of Health, National Cancer Institute, United Nations Summit, Chemonics International, Global Health Corps, Pan American Health Organization, Princeton in Asia, and Norwegian Refugee Council.

Recent awards and milestones of IVSP alumni include:

- Named one of *Forbes* magazine's 2017 30 under 30 in Enterprise Technology
- Received Fulbright Scholarship to study solar energy in Morocco
- Managed sets and characters on Academy Award winning-movie *Inside Out*, 2016
- Served as associate director of Pulitzer Prize-winning Broadway drama *SWEAT*
- Founded tech startups Redspread, Seebright, and MotionVibe
- Founded nonprofits Athlete Ally and The Peace Project

In 2016-17, IVSP students included first-generation college students, international students, immigrants, and recently naturalized American citizens. This year's cohort included students fluent in Akan, American Sign Language, Bengali, French, German, Gujarati, Hebrew, Hindi, Patios, Punjabi, Russian, Spanish, Twi, and Urdu.

IVSP encourages students to integrate their academic learning with internships and study abroad opportunities. This year students interned at:

- White House Office of Science and Technology Policy
- President's Council on Fitness, Sport and Nutrition
- U.S. Congress
- U.S. Department of State
- U.S. Agency for International Aid Maternal and Child Health Program
- U.S. Department of Energy
- Partnership for Public Service
- Facebook's Government and Politics Office
- U.S. Department of Homeland Security
- Washington Wizards
- Consulate General of Peru
- Woodrow Wilson International Center for Scholars, Global Women's Leadership Initiative
- Coalition for Smarter Growth
- CASA de Maryland
- Alliance of Community Health Plans

Students studied in the following countries this year: Argentina, Australia, Chile, Costa Rica, Cuba, France, Germany, Ireland, Italy, New Zealand, Singapore, Spain, and Tanzania.

To foster community among the diverse IVSP student body, the IVSP Student Advisory Board and staff hosted:

- weekly peer mentoring sessions for prospective and current IVSP students;
- professional development workshops, including a research techniques seminar;
- one-on-one coaching on résumés, interviews, research projects, and career planning;
- networking breakfasts, movie night, and holiday dinners;
- the Annual Student and Faculty Mentor Dinner; and
- the Annual Academic Capstone event, in which students displayed their capstone projects and achievements through poster presentations to over 150 guests.

Pixar Animation Studios Sets Supervisor Bob Moyer (B.S. in Computer Graphics, 2000) gave a campus-wide talk about his work at Pixar Animation Studios and his unique career path. The Department of Computer Science and the Honors College co-sponsored the event. Alumni were also included in IVSP networking events throughout the year.

**Individual Studies Program Enrollment Data**

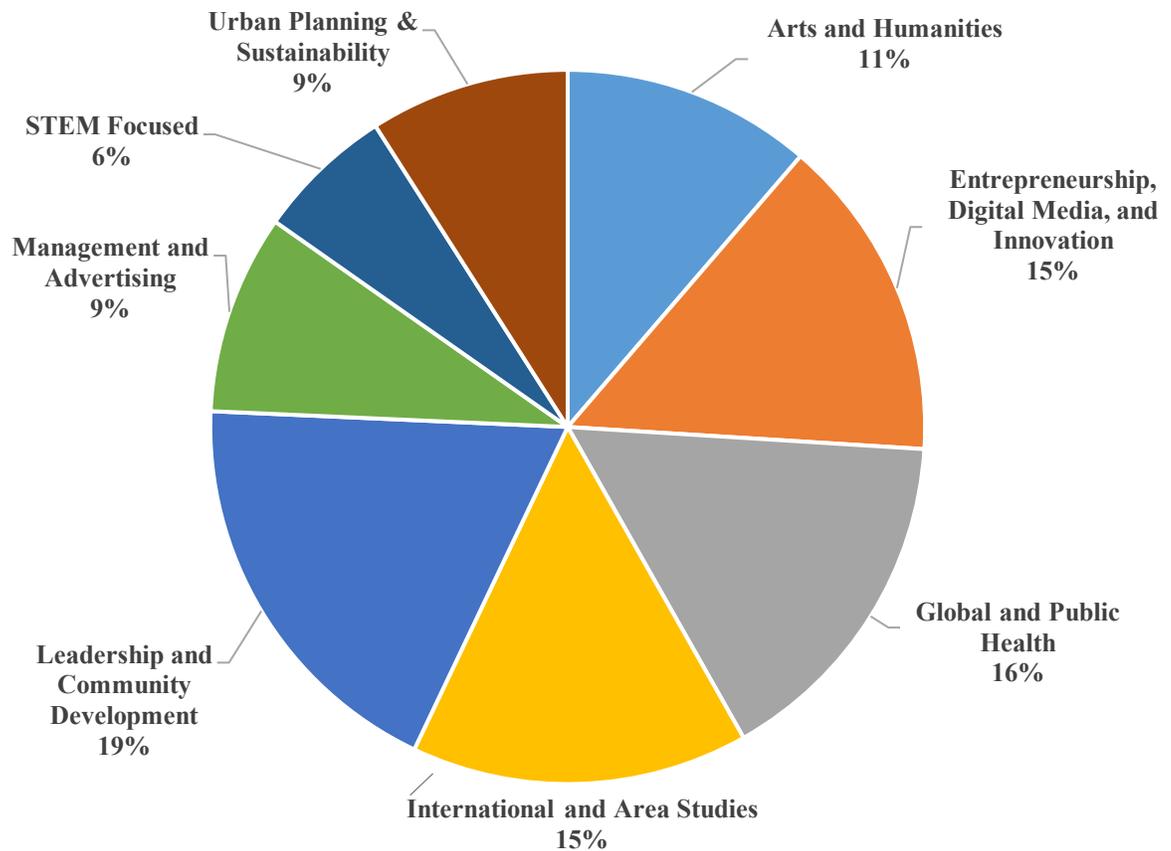
	2015-16	2016-17
<b>New Admits</b>	28	16
<b>Degrees Awarded</b>	22	18
<b>Total Number of Students*</b>	52	49
<b>Retention Rate</b>	100%	100%

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

**Course Summary Data**

	2015-16	2015-16	2015-16		2016-17	2016-17	2016-17
<b>Courses Offered</b>	IVSP317	IVSP318	IVSP420		IVSP317	IVSP318	IVSP420
<b># of Seats Issued</b>	22	7	20		17	9	22

**Individual Studies Majors Categorized- FY2008-FY2017**



**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 approximately 3,500 undergraduates who are deciding on or completing requirements for enrollment in degree granting majors. The mission of LTSC is to provide expert advising to first and second year students and transfers. LTSC advisors are responsible for having a working knowledge of advising policies and major information for over 90 majors. University-wide retention and graduation rates are strongly influenced by LTSC. In 2016-17 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.

LTSC had great success with the Thriving Workplace Initiative (TWI). Staff fully participated in the survey and review of the results for LTSC, Undergraduate Studies, and the entire campus. In partnership with the Center for Leadership and Organizational Change, workshops were held to discuss the results and brainstorm ideas for change. LTSC held subsequent staff development events and meetings to continue the dialogue. The TWI reaffirmed the positive environment within LTSC and provided support for continuing the present culture of inclusivity, collaboration, and respect.

At the request of the Provost, the Scholastic Transition Educational Program was redesigned. The summer component was changed from a three-week/three-credit program into a six-week/six-credit program, allowing participants to take both math and academic writing courses. Renamed uTERP (University Transition Education Readiness Program), the program now mirrors the traditional fall experience but the overall mission and goals of the program remain unchanged.

LTSC received Pepsi Enhancement Fund grants for programs designed to increase retention and graduation of international students and those with an interest in STEM. In partnership with the Career Center LTSC hosted the second annual “Where Can STEM Take You?” fair. All students interested in STEM were invited to meet with over 27 departments to get information about courses, opportunities, and careers related to those majors. Additionally LTSC hosted the first Intercultural Bridge event which brought international students together with Global Communities students to share experiences and foster inclusivity.

LTSC continued to expand programming to support transfer students, including a student phone-a-thon where members of the Tau Sigma National Honors Society and Transfer Advisory Board called approximately 170 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 150 new inductees from many different colleges were welcomed and \$4,500 in scholarships were awarded from the national office.

In response to the growing concerns around campus safety LTSC consulted with the University of Maryland Police Department (UMPD). An assessment was done of the physical space and

daily operations, resulting in several trainings and improvements. Active Shooter training sessions were facilitated by UMPD for LTSC staff, and multiple safety measures were put in place, such as a swipe card reader installed for the unmonitored rear door, blinds placed on the main entrance windows, door stops issued to each staff member, and an emergency phone line connected in the conference room where cellular reception is poor.

LTSC excelled in the areas of revenue generation and scholarships. The fall Law School Fair, held in cooperation with the Career Center and President's Promise, generated \$23,017 in revenue, which was used to award scholarships through the Letters and Sciences Award. During the campus-wide Giving Day campaign LTSC reached a new high of 19 donors. LTSC created a Pre-Law Advising/LSAT Award allowing 15 students to take an on-campus LSAT-prep course for a fraction of the cost. In partnership with Kaplan, the workshop was offered at a reduced institutional rate that covered instruction, books, and supplies. LTSC sponsored six students for the 2017 Smart and Sustainable Campuses Conference Student Summit. The summit, themed "Renew, Restore, Regenerate," connected college students throughout the country, empowering them to identify ways to inspire change through sustainability advocacy on their campuses. In total LTSC provided almost \$47,000 to 40 students through various departmental awards: eight LTSC Awards, three Betty Beckley Awards, 15 Pre-Law Advising/LSAT Awards, eight Transfer Incentive Awards, and six Smart and Sustainable Campuses Student Summit Awards.

There were significant updates to the LTSC office and personnel. In response to the growing number of newly admitted LTSC students extra Chromebooks were purchased to increase the maximum number of students that can be advised at each orientation program. The office was refreshed with new carpet and filing cabinets. LTSC hired a new assistant director and two new coordinators. The assistant director's primary responsibilities include overseeing exceptions to academic policy and managing caseload assignments for the entire staff. The coordinators are responsible for services designed to increase LTSC retention and graduation rates by supporting programming for students interested in Business or STEM majors and careers.

After over 30 years of service to the university the assistant dean and director of Letters and Sciences, Dr. Deborah Reid Bryant, retired. Over the past ten years Dr. Bryant expertly revised the scope of Letters and Sciences. Under her direction LTSC achieved impressive results in retention and graduation rates, recruitment, and development of special programs, while adapting to the changing needs of students and keeping up with the advising requirements of all majors. During her time in LTSC mandatory advising expanded and services were enhanced to serve a growing international and transfer population.

Mr. Eric Johnson will succeed Dr. Bryant as the assistant dean and director. Mr. Johnson has served as the associate director of LTSC, focusing on improving student success and ensuring that all undergraduates have the resources and opportunities needed to thrive in academic programs aligned with their interests and abilities.

## Comparative Student Data

### Total University and Letters and Sciences Majors Fall 2015 and Fall 2016 (Based on IRPA Profiles – Number of Registered Majors)

Fall 2015			Fall 2016		
Campus Total	LTSC	%	Campus Total	LTSC	%
27,443	3,328	12.1	28,472	3,474	12.2

### New Letters and Sciences Majors Fall 2015 and Fall 2016 (Based on IRPA Profiles – Number of Registered Majors)

Students	Fall 2015			Fall 2016		
	Campus	LTSC	%	Campus	LTSC	%
First-Time Freshmen	3,939	932	23.7	4,553	1,171	25.7
New Transfer Students	2,346	754	32.1	2,510	797	31.8
Totals	6,285	1,687	26.8	7,063	1,968	27.9

### “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 2015	3,197	1,125	35.2
Spring 2016	2,919	684	23.4
Fall 2016	3,349	1,149	36.7
Spring 2017	2,918	566	21.1

\* 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 2015	181	3,197	5.7
Spring 2016	180	2,919	6.2
Fall 2016	59	3,349	1.8
Spring 2017	73	2,918	2.5

\* 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 2015	3,197	302	9.4	224	7.0
Spring 2016	2,919	282	9.7	141	4.8
Fall 2016	3,349	355	10.6	262	7.8
Spring 2017	2,918	278	9.5	123	4.2

\* 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.

**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 2010</b>	3,918**	94.5%	90.7%	89.5%	68.9%**	84.7%**	86.6%
<b>Fall 2011</b>	3,983**	93.9%	90.8%	88.9%	66.9%**	83.2%	
<b>Fall 2012</b>	3,888**	94.7%	91.2%	89.7%	70.0%		
<b>Fall 2013</b>	4,008**	95.7%	92.3%	90.1%			
<b>Fall 2014</b>	4,128	95.4%	91.6%				
<b>Fall 2015</b>	3,932	95.3%					

\*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 2010</b>	998**	92.5%	86.7%	85.0%	59.1%**	79.3%**	81.8%
<b>Fall 2011</b>	986	90.4%	84.6%	82.9%	55.0%**	75.1%	
<b>Fall 2012</b>	1,018**	92.9%**	87.5%	85.5%	62.1%		
<b>Fall 2013</b>	1,080	93.7%	88.7%	86.2%			
<b>Fall 2014</b>	1,144	92.5%	87.9%				
<b>Fall 2015</b>	932	94.0%					

\*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 2010</b>	39	92.3%	66.7%	66.7%	33.3%	51.3%	59%**
<b>Fall 2011</b>	48	93.8%	85.4%	85.4%	25.0%**	64.6%	
<b>Fall 2012</b>	47	91.5%	70.2%	63.8%	34.0%		
<b>Fall 2013</b>	48	95.8%	89.6%	85.4%			
<b>Fall 2014</b>	43	90.7%	72.1%				
<b>Fall 2015</b>	49	91.8%					

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

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

**LTSC Students on Academic Probation**

Semester	# of Students	Total LTSC Students	%
Fall 2015	138	3,197	4.3
Spring 2016	220	2,919	7.5
Fall 2016	117	3,349	3.5
Spring 2017	190	2,918	6.5

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

Semester	# of Students	Total LTSC Students	%
Fall 2015	667	3,197	20.9
Spring 2016	561	2,919	19.2
Fall 2016	782	3,349	23.4
Spring 2017	630	2,918	21.6

**Orientation Attendance by Letters and Sciences Students**

Matriculation Term	Freshmen	Transfers
Fall 2015	966	787
Spring 2016	518	367
Fall 2016	1,197	839
Spring 2017	534	333

**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 2014-15 and 2015-16. Student data for application year 2016-17 will be available in February 2018.

**Overall Acceptance Rate of Maryland Students Applying to Law Schools**

*Percentage of applicants accepted to at least one law school*

	Seniors	All Graduates
Maryland (2014-15)	94%	80%
*National (2014-15)	86%	77%
Maryland (2015-16)	93%	85%
*National (2015-16)	86%	76%

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 2015-16				Academic Year 2016-17			
	Sections	Seats Offered	Seats Issued	%*	Sections	Seats Offered	Seats Issued	%*
UNIV100	24	480	359	74.8%	25	500	417	83.4
UNIV106	5	99	86	86.9%	3	60	53	88.3
UNIV107	4	80	67	83.8%	3	60	40	66.7
UNIV108	6	120	113	94.2%	6	120	100	83.3
<b>Totals</b>	<b>39</b>	<b>779</b>	<b>625</b>	<b>80.2%</b>	<b>37</b>	<b>740</b>	<b>610</b>	<b>82.4</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 2016-17. The Maryland Student Researchers (MSR) program plays an important role in providing undergraduates access to research opportunities offered by faculty. This year, the MSR program featured more opportunities than ever, with 164 listings (often seeking more than one student each). Importantly, most MSR opportunities are open to beginning student researchers, making this effectively a gateway program. The 19<sup>th</sup> annual Undergraduate Research Day 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 (SOM), and beyond, received 129 applications. The success of the MSS program at the SOM is especially impressive, receiving a 33% funding increase from MPower, going from \$60,000 to \$80,000.

**Undergraduate Research Day.** In 2016-17 there were 175 submitted poster proposals for Undergraduate Research Day on April 26. Nearly 500 individual and team-based researchers participated in the work described in these posters.

**Undergraduate Researchers of the Year.** For the past seven 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 undergraduates throughout the university in the process of discovery.

**Maryland Summer Scholars Program (MSS).** The College Park-based component of the MSS program continues to attract strong interest from undergraduate researchers, with a program high of 57 applications this year. For 2016-17, 36 MSS award offers were made, with 26 accepting.

**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 12 to 14 funded participants for summer 2016. Annual funding is now at \$80,000, including support for Baltimore campus students coming to College Park. The program attracts strong interest among undergraduates, with 72 students applying for the 14 available placements, considerably more than last year's 48 completed applications.

**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 demonstrated strength across a range of nationally competitive and prestigious programs, earning awards worth over six million dollars. Highlights of this year's national scholarships results include two major United Kingdom awards: a Marshall Scholarship won by Aaron Solomon and a Gates-Cambridge Scholarship earned by Elfadil Osman. University candidates have now won seven major United Kingdom scholarships in the past seven years. In addition, university applicants achieved top-five finishes in several competitions. For the sixth consecutive year, the University of Maryland led the nation in the Department of Defense's Boren Scholarship program for long-term (two semesters) critical language study. Notably, this Boren Scholarship result included the university's first-ever ROTC recipients—two Army cadets and one Navy midshipman earned Boren awards. The university also ranked third (in a tie with American University) in the State Department's Critical Language scholarship competition, an award supporting intensive summer language studies. For the second year in a row, university applicants tied for third nationally in the NOAA Hollings Scholarship program, which seeks to identify future leaders in environmental research and policy.

**Marshall Scholarship:** The University of Maryland won its fifth Marshall Scholarship overall, and third in the past six years. The Marshall Scholarship fully funds two years of graduate study toward degrees at UK Universities. Aaron Solomon, a 2017 graduate in biology, will enroll in the Master of Science degree in genomic medicine at Imperial College London followed by a Master of Philosophy degree in bioscience enterprise at the University of Cambridge.

**Gates-Cambridge Scholarship:** The University won its second Gates-Cambridge award in four years (and second overall). The Gates-Cambridge Scholarship, which is comparable in selectivity and prestige to the Rhodes and Marshall Scholarships, fully funds studies toward graduate degrees at the University of Cambridge. Elfadil Osman, a 2017 graduate, plans to pursue a Ph.D. in biochemistry at Cambridge.

**Boren Scholarships** (for long-term critical language training abroad): This Department of Defense program provides students with up to \$20,000 to support long-term intensive critical language study abroad. This result marks the sixth consecutive year that the University of Maryland has led the nation in Boren Scholarship awards (12). Notably, this year's results include our first ROTC cadet applicants—all three were selected for Boren Scholarships.

**Critical Language Scholarships (CLS)** (U.S. State Department award for intensive summer critical language studies abroad): This year 16 University students received CLS award offers, and 13 of these were accepted. This outcome (13 accepted awards) ties the university for third most CLS awards in the nation (with American University), behind only Georgetown University (15 awards) and George Washington University (14 awards).

**NOAA Hollings Scholarship** (for students pursuing studies and career plans related to the environment): The NOAA Hollings program provides \$19,000 in scholarship support and paid

summer research opportunities. The University of Maryland's four awards this year tie it for third most nationally for the second year in a row.

**Goldwater Scholarship** (for excellence and promise in the sciences and engineering): The Goldwater Scholarship is the nation's most prestigious award for STEM undergraduates and provides awards worth up to \$15,000. Over the past nine years, University of Maryland nominees have earned more Goldwater Scholarships than any other peer or Big 10 institution.

**Fulbright U.S. Student Program Awards** (for long-term research, study, or English teaching abroad): Fifteen university applicants received Fulbright award offers for 2017-18. One of the selected students declined her award. This result (after accounting for the declined award) ensures the university will once again be designated a Fulbright "top producer," which recognizes institutions with ten or more Fulbright acceptances.

**National Science Foundation Graduate Research Fellowships (NSF GRFP)** (supports three years of graduate study in STEM, social and behavioral sciences): The full value of each NSF GRFP award over three years is over \$138,000. This year's result (26 awards) places the University of Maryland third among Big 10 schools, and tied for 20<sup>th</sup> nationally.

**National Defense Science and Engineering Graduate Fellowships (NDSEG)** (supports three years of graduate study in STEM 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. University students and alumni received four NDSEG awards this year.

**Rangel Fellowship** (State Department program that seeks to recruit students from socio-economically underrepresented backgrounds to the foreign service career path): The Rangel Fellowship provides students with fellowships of up to \$47,500 annually towards completion of a two-year master's degree, two summer internships (on Capitol Hill and at a U.S. Embassy), and mentoring from a foreign service officer throughout the duration of the fellowship as well as during his/her early employment at the State Department. Two University of Maryland students were named Rangel Fellows this year.

**CDC Leaders in Environmental Health** (provides paid summer internship to future leaders in environmental health research and policy): This Centers for Disease Control program is a paid nine-week summer environmental internship for undergraduates (rising juniors or seniors) who are passionate about the environment, interested in human health, and curious about how they are linked. The university's awardee was one of only eight students accepted from an applicant pool of 289.

**Gilman Scholarships**: The Gilman Scholarship, sponsored by the U.S. State Department supports study abroad for students receiving Pell Grants. Twenty-three university students received awards worth \$82,000 for spring 2017 and summer 2017 study abroad.

## NSO - Major National Scholarships Results FY2014-2017

Scholarship Name	FY 14	FY 15	FY 16	FY 17	Gain/Decrease over FY2016
Beinecke Scholarship	0	0	0	0	-
Bridging-Japan	0	1	1	4	+3
Critical Language Scholarship	9	11	15	16	+1
DAAD*	1	3	0	2	+2
Ford Pre-Doctoral	0	0	1	1	-
Freeman-Asia@	-	-	1	1	-
Fulbright	10	12	17	15	-2
Goldwater	3	4	4	3	-1
Gilman#	27	31	35	23	-12
Gates Cambridge	1	0	0	1	+1
Marshall	1	0	0	1	+1
NDSEG** Fellowship	0	7	5	4	-1
NOAA*** Hollings	4	9	4	4	-
NSF GRFP****	45	33	34	26	-8
NSEP***** Boren Scholarship	12	9	7	12	+5
NSEP***** Boren Fellowship	2	2	3	3	-
Pickering/Rangel	0	3	3	2	-1
PPIA*****	0	2	2	4	+2
Rhodes	0	1	0	0	-
SMART*****	1	N/A	N/A	N/A	-
Soros Fellowship	0	1	0	0	-
Truman	1	0	0	0	-
Udall	0	0	0	0	-
Winston Churchill	0	0	0	0	-
<b>TOTALS</b>	<b>117</b>	<b>129</b>	<b>123</b>	<b>116</b>	

# 2016-17 complete results have not yet been officially published for the Gilman program.

@ The Freeman-Asia program was inactive for two years, and resumed making grants in FY16.

\* 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

## **NAVAL RESERVE OFFICER TRAINING CORPS**

**Commander: Captain Troy E. Mong**

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

The Naval Reserve Officer Training Corps (NROTC) was established at the university in January 2016 to educate and train qualified young men and women for service as commissioned officers in the United States Navy and Marine Corps. The first academic year, beginning in August, focused on building naval leaders, developing academic excellence and critical decision making, and reflecting on the rich history of the Navy in the state of Maryland. Starting the semester off in the new facilities in Reckord Armory, staff were eager to begin the academic year. Joining the Commanding Officer and the Executive Officer were three fleet experienced Navy Lieutenants and one Marine Captain as assistant professors, and a Marine Corps Gunnery Sergeant as the senior enlisted advisor to the battalion and staff. Additionally, two Department of Navy civilians joined the NROTC unit as a supply technician and human resources assistant.

During the first year on campus, the Department of Naval Science submitted its entire nine-course curriculum, which was approved by the university. NROTC midshipmen are required to complete the naval science courses and to attend weekly professional seminars. These seminars included discussions by the leadership team from the USS Annapolis (SSN 760) on the nuclear navy and submarines, various surface warfare and aviation junior officer career mentorship sessions, and an introduction to the chief petty officer's mess, where students learned the value and importance of the unique enlisted personnel structure.

In addition to the curriculum, NROTC midshipmen attended professional events such as the Baltimore Navy Fleet Week where they participated in the commissioning of the U.S. Navy's newest destroyer, the USS Zumwalt (DDG 1000); Marine field training exercises at Quantico, VA, and Fort Dix, NJ; and the Naval Leadership Weekend at the University of Notre Dame where they met the Chief of Naval Operations, Admiral John Richardson, the Commandant of the Marine Corps, General Bob Neller, and the Director of the National Security Agency, Admiral Mike Rogers, along with several other distinguished guest speakers. Another group of midshipmen attended the Yale University Leadership Weekend where they met with General Stanley McChrystal (ret.) and Senator Richard Blumenthal.

The NROTC Scholarship Program plays an important role in preparing mature young men and women for leadership and management positions in an increasingly technical military environment. Currently the Department of Naval Science has 36 students on scholarship with \$576,885 being provided to the university from the Navy for their education.

Thirty midshipmen making up the commissioning class of 2020 arrived in August, with 13 of them on full NROTC scholarship. These 30 new students joined the 28 existing University of Maryland midshipmen and Marines. In past years the returning midshipmen travelled three times per week to George Washington University as crosstown members of their NROTC program. Their enthusiasm and excitement at not having to commute was clearly evident in their spirit as they welcomed the incoming class during the three days of new student orientation. Orientation welcomed new students to the NROTC program and focused on

preparations for academic excellence, Navy regulations, and learning about life in the Navy. With the existing upper class midshipmen, staff were able to formulate a NROTC battalion leadership team that planned events for the fall and spring semesters.

Academically, the Navy increased the minimum GPA required to participate in the NROTC program to 2.5, further cementing the program's position to strive toward academic excellence. This year three members of NROTC participated in Project Global Officer (GO), an initiative of the Defense Language and National Security Education Office, where students are sent overseas to study. NROTC had one student selected for the Korean Project GO and two students selected as alternates for the Russian language Project GO program. Additionally, NROTC students participated in the university's Hyperloop team, and had partnerships and internships with the Office of Naval Research, the National Security Agency, and Johns Hopkins Applied Physics Lab.

As part of the establishment of the NROTC Maryland Consortium, the U.S. Navy has outfitted the program's navigation classroom in Reckord Armory with the Conning Officer Virtual Environment (COVE) and the Maritime Skills Simulator (MSS). COVE is a robust and extensible ship simulation virtual reality tool that enables midshipmen to receive life-like ship handling training without risk to equipment or personnel. MSS consists of computer software for navigation and seamanship simulations. It is also used by the Navy at training commands, allowing students to accurately learn ship navigation and handling. These two systems will be integrated into the department's navigation and naval operations classes.

As a new unit, NROTC conducted a Defense Equal Opportunity Management Institute command climate survey to evaluate how implementation went. This survey focused on diversity, organizational performance, and inclusivity. Based on survey results, the NROTC unit was evaluated above the Navy service average in nearly all equal opportunity parameters and provided excellent focus areas to improve operational performance.

The fall semester Navy Ball provided the first opportunity for all midshipmen from the NROTC Maryland Consortium to get together. Rear Admiral David Hahn, Director of the Office of Naval Research, served as guest speaker. Admiral Hahn provided an enlightening view of technology in today's Navy and the need to have well-educated and professional naval officers. In the spring, NROTC hosted an annual "dining in" banquet and invited the Honorable Janine Davidson, former Undersecretary of the Navy, to serve as the keynote speaker. The year culminated with an inaugural commissioning ceremony at Fort McHenry in Baltimore where all present celebrated Maryland's rich naval history and the new ensigns' successful start in their naval careers.

The team spent countless hours this year training leaders with academic excellence, physical fitness, and effective decision making. These traits, combined with the goals set by the Chief of Naval Operations of integrity, accountability, initiative, and toughness, will enable NROTC's midshipmen to always be ready for future challenges and threats to the country. This first year established the Naval ROTC and marked the thirtieth year that midshipmen have been commissioned through the NROTC program upon completion of their baccalaureate degree at the University of Maryland.

## Comparative Student Data

<b>Students</b>	<b>FY2017</b>
# of existing UMD students previously at GWU NROTC	28
# of new admits	30
Total # in program at the end of the fall semester	58
# of commissions	4

## Course Summary Data

<b>Fall Courses</b>	<b>Fall 2016</b>	
	<b>Seats Offered</b>	<b>Seats Issued**</b>
NAVY 100	75	38
NAVY 200	40	11
NAVY 300	20	3
NAVY 400	20	8
NAVY 108	75	50
<b>Totals</b>	<b>230</b>	<b>110</b>

<b>Spring Courses</b>	<b>Spring 2017</b>	
	<b>Seats Offered</b>	<b>Seats Issued**</b>
NAVY 101	40	36
NAVY 201	20	6
NAVY 301	20	5
NAVY 302	20	8
NAVY 401	20	6
NAVY 108	75	52
<b>Totals</b>	<b>195</b>	<b>113</b>

\*\*Seats issued are expected to increase as the battalion reaches its full complement in each class with the goal of commissioning 15 Navy Ensigns and Marine Corps Second Lieutenants per year.

## External Resource Acquisition

### FY2016

During this academic year, NROTC students acquired \$576,885 in tuition payments, \$19,600 in book stipends, and \$71,600 in other stipends from the U.S. Department of the Navy (total \$668,085).

## **ORIENTATION OFFICE**

**Director: Gerry Strumpf**

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

The Orientation Office had a successful year of introducing new programming to facilitate students' transition to the university and continuing to strengthen current offerings.

In an effort to foster intentional and meaningful conversations surrounding sexual assault and to comply with Title IX regulations, every student attended a 30 minute safety presentation given by Chief Mitchell with the University of Maryland Police Department (UMPD) during summer orientation sessions. This session focused broadly on issues of campus safety, sexual assault, and resources available to students. Following the session, students broke out into their small groups (by academic college) and had a more intimate follow-up discussion, facilitated by their Orientation advisor, about safety and security at the university.

UNIV100 also partnered with the University Health Center to implement StepUp bystander intervention trainings in every UNIV100 course during students' first semester on campus. This facilitation focused more specifically on campus culture, steps to become active bystanders, and resources available to students who experience sexual assault. Including students in several conversations about sexual assault at multiple points throughout their first-year experience is in keeping with best practices. Orientation staff presented information about this new approach to sexual assault prevention at the Conference on the First-Year Experience in Atlanta, GA, in February.

A session introducing students to the City of College Park held during summer Orientation was also incorporated into Resident Life's Welcome Week in the fall. This program was well attended by new students and will continue to be offered. The goal is for this session to replace the College Park Fair held during summer Orientation.

Below are highlights of summer 2016 programs:

- The comprehensive leadership development program for returning student staff members continued. In its fourth year, a series of four workshops was presented that included: Strengths Quest, Résumé Writing and Career Building, Leadership and Your Peers, and Second Summer=Best Summer (which was held during training week). These workshops were designed using assessment and student feedback from the first two years of the workshop series.
- Orientation partnered again with the Maryland Adventure Program to promote three weekend camping trip options for new transfer students to better support their transition to Maryland. This partnership will continue for summer 2017.
- Orientation partnered with the FIRE Program (First Year Innovation & Research Experience) to provide students with an introduction to the unique research and engagement opportunities available to them through this first-year learning community. This collaborative effort mirrored the opportunities afforded to other living-learning programs in the format of an afternoon meet-and-greet for students participating in each Orientation program.

- A skit was implemented that focused on diversity and inclusion. It was written by returning Orientation staff members and performed on night one of first-year programs.
- On day two of first-year programs, new breakout sessions were held for parents focused on the unique needs and transitional issues of first-generation students, students of color, and parents and family members who are sending their first child to college. These sessions were smaller and offered parents and family members the opportunity to air concerns and meet other parents and family members who are navigating similar situations. This is a cost-free option for those who elect not to participate in a Terp Trip. Due to low attendance, these sessions will not be offered in 2017.

Below are highlights of UNIV100 during this year:

- Instructors across the university taught 81 sections of UNIV100 in both the fall and spring semesters.
- With the collaboration of campus partners in Undergraduate Studies and various colleges, a set of seven learning outcomes was developed for all students participating in UNIV100 courses. At the completion of UNIV100, students will know or be able to:
  - identify campus resources related to their educational path and personal interests;
  - complete a 4-year (or 4-semester) plan aligned with their academic program or major;
  - identify effective strategies for academic success in their coursework;
  - examine their assumptions about diversity, inclusion, and individual differences;
  - articulate and apply bystander intervention strategies;
  - identify campus policies and relate them to their educational path; and
  - find and participate in on-campus events significant to their academic and personal lives.
- An assessment tool is being developed for these learning outcomes. Working with colleagues in Learning Technology Design, a Canvas site that all UNIV100 instructors can use to find sample syllabi, assignments, and learning outcomes will be developed for their individual courses. This new approach, which will be piloted in fall 2017, will allow better assessment of how the UNIV100 program is meeting the learning outcomes. Orientation will devote significant time in the new instructor training to understanding these outcomes and how to both meet and assess them.

## Orientation Program Attendance

**Orientation Attendance Summer 2015 and Summer 2016**

	<b>Summer 2015</b>	<b>Summer 2016</b>
<b>Freshmen</b>	3,783	4,416
<b>Transfers</b>	1,868	1,973
<b>Parents</b>	4,025	4,964

**Orientation Attendance Winter 2016 and Winter 2017**

	<b>Winter 2016</b>	<b>Winter 2017</b>
<b>Freshmen</b>	174	150
<b>Transfers</b>	836	802
<b>Parents</b>	283	311

**Terrapin Trip Participation**

	<b>Summer 2015</b>	<b>Summer 2016</b>
<b>Number of Participants</b>	312	387

**Course Summary Data**

**UNIV100 and 101 Courses**

	<b>Fall 2015</b>	<b>Spring 2016</b>	<b>Fall 2016</b>	<b>Spring 2017</b>
<b>Number of Sections Offered</b>	74	7	74	5
<b>Number of Students Enrolled</b>	905	31	1,092	29

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

The mission of Pre-College Programs (PCP) 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. PCP designs and offers model academic, personal, and social development programs that prepare students for success within inclusive and diverse college environments. PCP is composed of two U.S. Department of Education grant-funded Upward Bound (UB) programs, one U.S. Department of Education grant-funded Upward Bound Math-Science (UBMS) program, and the LIFT program, a self-sustaining entrepreneurial initiative.

A major highlight for Pre-College Programs was that the two UB programs were funded for another five-year period by the U.S. Department of Education for 2017 through 2022. PCP has submitted proposals for two additional UBMS grants. One of those proposals is for a new STEAM (Science Technology Engineering Arts and Math) grant. STEAM represents the economic progress and breakthrough innovation that comes from adding art and design to STEM education and research: STEM + Art = STEAM. The tools and methods of these new models for creative problem-solving and interdisciplinary partnership introduces the innovative practice of design thinking into STEM education and research.

Another highlight includes the 2017 graduation ceremony. Fifty-eight seniors graduated from the program this year. The keynote speaker, Dr. Gregory Bell of Pursue Excellent, was well received by the audience, especially by the students and PCP alumni. There is a 98% college matriculation rate to postsecondary institutions for program seniors.

PCP continued implementation of the living learning communities (LLCs) during the six-week summer session. As an educational experience designed to take student learning beyond the classroom walls during an intensive summer residential program, PCP offered five LLCs, which covered the following areas: Exploring the U.S. Economic Environment; Science in a Global Context; Corporate and Social Responsibility; An Introduction to Artificial Intelligence and Robotics; and Confidential CI: or Citizenship and Immigration in the USA.

PCP also began a partnership with International Studies Abroad (ISA) in preparation for a service-learning trip to Costa Rica at the conclusion of the 2018 summer session in an effort to introduce PCP students to the idea of traveling abroad and expose them to opportunities to be involved within the global community.

Middle school students who attend feeder schools for PCP target schools were introduced to PCP and the University of Maryland campus during two one-day summer 2016 bridge sessions.

PCP alumni remained involved throughout the year by participating in alumni panels and the annual alumni pinning ceremony at graduation. Additionally, alumni were invited to take advantage of career coaching and guidance by PCP staff.

During 2016-17, PCP's three grant-funded programs served 242 students. Pre-College Programs ensured that the program objectives and evaluation criteria were addressed as stated in each federal TRIO grant as follows:

- Percentage of UB students with a GPA of 2.5/4.0 or higher increased from 82.4% (2014-15) to 92.7% (2015-16).
- Percentage of UBMS students with a GPA of 2.5/4.0 or higher increased from 84.2% (2014-15) to 94.3% (2015-16).
- Percentage of UB students meeting Secondary School Retention and Graduation objective increased from 90.2% (2014-15) to 100% (2015-16).
- Percentage of UBMS students meeting Secondary School Retention and Graduation objective maintained at 100% (2014-15 and 2015-16).
- Percentage of UB students meeting Secondary School Graduation with a rigorous program of study maintained at 100% (2014-15 and 2015-16).
- Percentage of UBMS students meeting Secondary School Graduation with a rigorous program of study maintained at 100% (2014-15 and 2015-16).
- Postsecondary enrollment rate for UBMS students increased from 84.2% (2014-15) to 92.6% (2015-16).
- Postsecondary graduation rate for UB students increased from 52.9% (2014-15) to 53.9% (2015-16).
- Postsecondary graduation rate for UBMS students increased from 36% (2014-15) to 40.9% (2015-16).

LIFT, PCP's entrepreneurial program designed to provide academic enrichment services to non-target school students, served 179 participants. During summer 2016 LIFT hosted three two-week summer sessions and offered the following summer courses: SAT Prep, Coding, Creative Writing, and College and Career Exploration. The SAT Prep course, which remains the most popular course for LIFT, served 87 students during the summer and throughout the academic year and provided 14 hours of instruction, in addition to the pre-test and post-test. SAT courses were scheduled to coincide with preparation for several national SAT testing dates.

Several college tours were offered during 2016-17. The Summer College Tour at the conclusion of the 2016 summer session provided the opportunity for 34 students to visit schools in Virginia and North Carolina. Seventeen students participated in the Southern Spring College Tour, which included visits to institutions in Virginia, North Carolina, and Georgia. The spring 2017 Northern Tour offered nine students the opportunity to tour New York and Pennsylvania schools. Additionally, LIFT sponsored a day tour to local colleges that was attended by nine students.

## External Revenue Acquisition

Source	FY2016	FY2017
Three Upward Bound Grants from the Department of Education	\$1,046,760	\$1,137,633
Donated Funds	\$1,500	\$900
<b>Total</b>	<b>\$1,048,260</b>	<b>\$1,138,533</b>