



The Office of Undergraduate Studies Annual Report 2017–2018

**Office of Undergraduate Studies
Annual Report
2017-18**

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**Office of Undergraduate Studies
2017-18**

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

Col. David Bacot, Director, Air Force Reserve Officer Training Corps
Gül Branco, Director, Hillman Entrepreneurs Program
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
Eric Van Johnson, Assistant Dean and Director, Letters and Sciences
Jacqueline Wheeler Lee, Director, Incentive Awards Program
Christopher A. Lester, Director, Office of Multi-Ethnic Student Education
Jerry Lewis, Executive Director, Academic Achievement Programs
Marilee Lindemann, Executive Director, College Park Scholars
Capt. Troy Mong, Director, Naval Reserve Officer Training Corps
Julie Park, Director, Asian American Studies Program
LTC Larry Rentz, Director, Army Reserve Officer Training Corps
James V. Riker, Director, Beyond the Classroom
Gerry Strumpf, Director, Orientation

Academic Achievement Programs

Executive Director: Jerry L. Lewis

aap.umd.edu

Academic Achievement Programs (AAP) is an administrative branch that provides an organizational structure to maintain coordination, leadership, development and supervision of seven organizational programs (*Student Support Services, Intensive Educational Development (IED), Ronald E. McNair Post-Baccalaureate Program, Educational Opportunity Center, Summer Transitional Program, and Talent Search North & Talent Search Central*). These programs provide support services primarily for a select group of low income and first-generation students at the University of Maryland. The tutoring component of IED also provides tutoring to approximately 700 general campus students each semester. The AAP programs serve over 3000 students per year.

The **McNair Scholars Post-Baccalaureate Achievement Program** (McNair Scholars Program) hosted the “19th National Conference for McNair Scholars and Undergraduate Research” in March, which welcomed over 350 attendees from more than 50 University’s McNair programs and 60 Graduate School exhibitors and recruiters from across the nation. The Program and National Conference support the Universities strategic initiative of attracting more diverse populations to the campus; 12 UMD graduate programs exhibitors attended the Conference to recruit McNair Scholars from across the US. McNair Scholars enrolled in Education Abroad programs in countries such as Ghana, Israel, Pakistan, and France. Four out of the approximately five UMD Education Abroad Flight Vouchers were awarded to McNair Scholars this year, granting free round-trip airfare to study abroad. In August 2018, nine McNair Scholars and one non McNair student will participate in AAP’s 2nd Education Abroad Program to Ghana and enroll in the AAP’s Corporate Social Responsibility: A Strategy for Sustainable Development (AAPS 300). During the academic year, McNair Scholars presented their research and have received scholarships for their research. Some of the distinguished recognitions include: The Beardsley Family Endowment Student Experience Fund award to attend and present research at a San Francisco Conference; Louis Stokes Alliances for Minority Participation Research Symposium Distinguished Oral Presentation award; USDA Animal Plant and Health Inspection Service internship; and research presentations at the Black Faculty and Staff meeting in April 2018.

The **Educational Opportunity Center (UMD-EOC)** continued its mission of providing academic advising and life skills planning for those residents interested in workforce and educational opportunities. The program continues to expand partnerships with various local elected officials, community-based and non-profit organizations in the Riverdale and College Park corridor. EOC continues to partner with Prince George’s County American Job Center, The District 3 Workforce Committee, Maryland Multicultural Youth Center, Prince George’s County Community College, and Prince George’s County Library System, Year Up Capital Region, Central Kenilworth Revitalization Area Revitalization Community Development Corporation (CKAR), and Court Appointed Special Advocates (CASA). In addition, EOC has created additional partnerships with the Laurel College Center, Side by Side, Crossland and Oxon Hill High Schools

to promote adult post-secondary enrollment or re-enrollment. With the Southern Management partnership, EOC will increase the number of communities in which the program reaches adult learners.

Student Support Services (SSS) program (Federal Trio grant) is the student *development, counseling, academic advising and academic coaching* component of AAP. SSS enrolled 114 first year students who completed 2017 STP. Throughout the academic year, various workshops and educational programs were offered by SSS to teach first year and continuing students about topics such as understanding their financial aid packaging, searching for scholarships, applying to graduate and professional school, successful networking, selecting an academic major and writing effective resumes and cover letters, and career exploration. Also, representatives from some of the Limited Enrollment Programs (LEPs) and other selective programs across campus including Pre-Health Advising Programs, Education Abroad, the Smith School of Business and Pre-Law. The annual “AAP Mocktail” event brought business professionals from the Maryland and Washington, DC areas to campus for engaging/networking conversations with SSS students to share their success stories. This occasion provided students an opportunity to practice their networking skills in preparation for interviews and career fairs. Additionally, SSS students participated in events to explore diverse cultures and traditions featuring a Flamenco Festival, a riveting play describing a family’s immigration story as a result of the Vietnam War and a celebration of Korean and African American cultures through music and the performing arts. Several SSS students also participated in the McNair Conference.

The Intensive Educational Development (IED) program is the *academic skills instruction* component and continued to assist students in honing their academic skills to become successful, self-regulated learners. The English component provided support to 70 students enrolled in ENGL 101 in the summer session II (9 students) and in fall 2017 (61 students). Of these students, 96% passed the class with a B or better. In spring 2018, the component also supported 36 students enrolled in ENGL 101 and 92% passed the course with a C or better. Additionally, the component assisted upper-class students in their writing projects across the curriculum as a part of the department’s Reach Up-Reach-out Initiative, as well as designed an initiative to support first year students in creating e-portfolios to showcase their college writing and professional profiles. The Math component provided support for students enrolled in MATH 107 during summer session II and 92% earned a grade of C or better. In fall 2018, the component provided support for 100 SSS/IED students placed and enrolled in University math course. The Math component also provided one-on-one and small group support to upper class students enrolled in math courses and facilitated on campus resources connections where need for math support was not available in AAP.

The College Study Skills: The IED-(CSS) provided instruction in college reading, study and test-taking skills to all first year AAP-SSS/IED students. The CSS coordinator worked collaboratively with the Learning Assistance Services in joint Guided Study Session (GSS)/Supplemental Instruction (SI) leader training, equipping GSS and SI leaders with the tools to assist students enrolled in “at risk” courses at the University. Of the 83 AAP-SSS/IED students enrolled in a SI-linked courses during the academic year, 84% (70 students) earned a grade of C or better. Also,

the CSS coordinator offered a GRE workshop as a part of the College of Behavioral and Social Sciences' Gateways to Graduate School series. CSS also provided individual and walk-in services to upper-class students with test anxiety, time management and study skills issues.

The Academic Success and Tutorial Services: The IED-(ASTS) provided campus-wide peer tutoring to 876 (440 in the fall and 343 in the spring) general campus students in "at-risk" courses with DWF rates of 10% or higher. For ASTS this included on average 30 courses per semester and 1515 hours of tutoring in the fall and 1118 hours of tutoring in the spring. ASTS also worked in concert with the College Study Skills' SI Leaders to provide tutoring to 93 AAP-SSS/IED students in 36 courses in the fall and 51 courses in the spring.

Educational Talent Search North (ETS-N) and Educational Talent Search Central (ETS-C) programs served 1009 (see each program's data below) first-generation, low-income students in 9 high schools and two middle schools in Prince George's County. ETS students are those who show promise, but may still need the support provided to successfully graduate from high school and navigate the unfamiliar territory of college admissions/acceptance, enrollment and financial aid. In July 2017, the two Talent Search programs initiated the first Summer Academic Immersion Program serving 65 students. The Summer Academic Immersion Program (SAIP) was a 3-week program designed to provide UM-Talent Search students with an opportunity to engage in rigorous, creative and immersive experiences in Physical Science, Math, and English/Language Arts. The Educational Talent Search Programs' staff provided a variety of strategies to connect students to needed academic support, advising, academic coaching, range of college access information, resources, parent/partnership consultations and other related activities. It also provided an opportunity for students to be exposed to academic and social settings in a college environment. Students who participated in SAIP showed significant growth, with average student increases in pre- and post-tests in Math and Science, at 58 and 41 percent, respectively. In English/Language Arts, students addressed speaking, listening, and writing standards within the Common Core Curriculum, focusing on Writing Anchor Standard 4 which addresses style and development. Upon completing SAIP, 70 percent of students scored at "proficient" or "exceptional" on the post-assessment.

UM-Talent Search programs also established its Saturday Academy for students during the school year. The Saturday Academy focuses on developing time management and study skills; providing information and resources so students and families better understand the financial aid and FAFSA completion process; state aid applications; financial literacy; preparing students for college entrance exams; and helping students understand the importance of balancing activities and prioritizing their physical, emotional, and intellectual well-being.

AAP's Executive Director, Dr. Jerry L. Lewis, was honored with the President's Medal in September 2017 for his 45 years of service, outstanding leadership and valuable contributions to the University. Three AAP staff members reached important service milestones this year: Mrs. Jamila Corria (5 years); Dr. Marcal Graham (5 years); and Mr. Cameron Poles (15 years).

Comparative Student Data by Program

UMD Educational Opportunity Center: 2016-2017 and 2017-2018

	2016-2017 ¹	2017-2018 ²
Total No. of Students	1009	626**
Continuing Participants	862	450
New Participants	147	176
Gender (new participants)		
No. Female	434	89
No. Male	575	87
Race/Ethnicity(new participants)		
No. American Indian/Alaska Native	4	1
No. Asian/Asian American	14	2
No. Black/African American	570	99
No. Hispanic/Latino	368	71
No. White	18	1
No. Native Hawaiian or Other Pacific Islander	7	0
No. More than one Race Reported	28	2
UMD-EOC Objectives		
a. No. of GED eligible participants enrolled in GED	0	0
b. No. of Not Already Enrolled Participants assisted in applying for Financial Aid	267	176
c. No. of Not Already Enrolled Participants assisted in applying for admissions	463	176
d. No. of Not Already Enrolled Participants now enrolled or re-enrolled in college/postsecondary education	227	*

** Number represents total served as of May 30, 2018; 1000 students will be served by August 31, 2018, end of grant year.

(1) Year 2016- 2017 was based on Annual Performance Report that was submitted to the Department of Education.

(2) Year 2017-18 data are still being collected until the program year ends August 31, 2018.

*EOC continues to track continuing participants with a view to enrolling them into College.

The total number of continuing participants enrolled into college will be reported upon submission of Annual Performance Report at the end of the Program Year 2018. *Data are still being collected for UMD-EOC Objectives.

Ronald E. McNair Post Baccalaureate Achievement Program for 2016-2017 and 2017-2018

	2016-2017 ¹	2017-2018 ²
Total No. of Students	51	54
No. Continuing Students	34	35
No. of New Students	17	19
Gender		
No. Female	35	37
No. Male	16	17
Race/Ethnicity		
No. Asian/Asian American	5	5
No. Black/African American	36	37
No. Hispanic/Latino	7	8
No. White	3	3
No. More than one Race Reported	0	1
No. of Scholars who graduated	22	38
No. of Scholars who enrolled in post-baccalaureate program the following Fall	10	19

No. of previous participants who received doctorate	12	14
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¹Similar to data submitted to U.S. Department of Education

² Because the McNair Project year does not end until September 30, the data for 2017-2018 is preliminary.

Student Support Services /Intensive Educational Development: 2016-2017 and 2017-2018

	SSS/STP 2016- 2017	STP/ SSS 2017-18	SSS/IED 2017- 2018	ASTS 2016- 2017 Expansion Tutoring	ASTS 2017- 2018 Expansion Tutoring
Total No. of Students	200 ¹	185 ²	370 ³	995 ⁴	876 ⁵
No. of New Students					
STP	125	110	-	--	--
STP/Fall/Spring	121	108	-	121	93
Transfers	1	0	-	--	--
No. of SSS/IED and ASTS students participants					
Fall	--	--		466	440 ⁶
Spring	--	--		408	343
Gender (Fall and Transfer students)					
No. Female	72	66	220	567	527
No. Male	49	44	150	201	184
No. Unreported	--	--		4	--
Race/Ethnicity (Fall and Transfer students)					
No. American Indian/Alaska Native	2	2	6	0	0
No. Asian/Asian American	12	11	36	99	79
No. Black/African American	61	47	184	174	168
No. Hispanic/Latino	24	13	76	79	78
No. White	17	16	40	359	319
No. More than One Race Reported	5	20	28	27	29
No. Not Reported	0	1	0	23	215
No. International/Foreign	0	0	0	9	4
No. Native Hawaiian / Pacific Islander	2	0	0	2	2
Retention/Graduation					
1 st Year Retention	97.5%	To be reported	To be reported	--	--
2 nd Year Retention	To be reported	To be reported	To be reported	--	--
Degrees Awarded (SSS/IED)	81 ⁷		92 ⁸	--	--

¹Number of STP-16 and other returning first year students who received one or more services the 2016-17 academic year.

²Number of STP-17 and other returning first year students who received one or more services this academic year

³Number of all SSS/IED inclusive of STP and upper class students who received one or more services during 2017-18.

⁴ & ⁵ Number of all student, STP/SSS/IED and ASTS general campus students receiving tutoring.

⁶ Number of students receiving tutoring each semester; some of the same students received tutoring both semester-counted once.

⁷The number of students who graduated in academic year 2016-17.

⁸The number of students who graduated at the end of the **Fall 2017 semester (26)** and the number who graduated in Spring 2108 (66). Total of 92 students graduated in 2017-18.

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 2016	N/A	N/A	N/A	N/A	130	121
Summer 2017	N/A	N/A	N/A	N/A	130	117
Fall 2016	150	120	N/A	N/A	N/A	N/A
Fall 2017	130	110	N/A	N/A	N/A	N/A
Spring 2017	N/A	N/A	130	120	N/A	N/A
Spring 2018	N/A	N/A	130	108	N/A	N/A

Educational Talent Search (North): 2016-2017 and 2017-2018

	2016 - 2017	2017-2018
Total No. of Students	265	547
Continuing Participants	n/a	262
New Participants	265	285
Pending	0	8
Gender (all participants)		
No. Female	140	325
No. Male	125	230
Race/Ethnicity (all participants)		
No. American Indian/Alaska Native	1	2
No. Asian/ Asian American	10	29
No. Black/African American	132	264
No. Hispanic/Latino	111	232
No. White	4	7
No. Native Hawaiian or Other Pacific Islander	1	2
No. More than one race reported	4	10
No response	2	3
Objectives		
Secondary School Persistence	100%	*
Secondary school graduating with regular diploma w/in standard years	N/A	*
Secondary School Graduation	N/A	*
Postsecondary Education Enrollment	N/A	*
Postsecondary Attainment	N/A	*

Educational Talent Search (Central): 2016-2017 and 2017-2018

	2016 - 2017	2017-2018
Total No. of Students	106	462
Continuing Participants	*	106
New Participants	106	356
Gender (all participants)		
No. Female	51	198
No. Male	55	264
Race/Ethnicity (all participants)		
No. American Indian/Alaska Native	1	1
No. Asian/ Asian American	0	0
No. Black/African American	88	372
No. Hispanic/Latino	11	83
No. White	0	0
No. Native Hawaiian or Other Pacific Islander	0	0
No. More than one race reported	1	1
No response	5	5
Objectives		
Secondary School Persistence	100%	*
Secondary school graduating with regular diploma w/in standard years	N/A	*
Secondary School Graduation	N/A	*
Postsecondary Education Enrollment	N/A	*
Postsecondary Attainment	N/A	*

*As of this report, SY 2017 - 2018 is in session. Eligible students are recruited for the TS until program year-end date of 8/31/18.

External Resource Acquisitions

External Resource	FY2018
SSS Grant Continuation	417,740
McNair Grant Continuation	292,438
EOC Grant Continuation	277,711
Talent Search (North)	246,000
Talent Search (Central)	246,000
PG County Council	2,500
Total External Resource Acquisitions	\$1,472,389

Asian American Studies Program

Director: Julie Park

aast.umd.edu

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

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

AAS was awarded the 2018 President's Commission on Ethnic Minority Issues (PCEMI) Instructional Unit- Minority Achievement Award. This award recognizes the program's accomplishments and contributions to advancing the University's teaching, research, and service to ethnic minorities, noting the scope and content of its courses, the number and range of students reached through its courses, and the programs provided to the community.

In FY18, AAS underwent several personnel changes. Dr. Terry Park, a full-time professional track faculty member, joined the AAS core faculty in Fall 2017 to strengthen its offerings in the Arts and Humanities. Among many of his innovative co-curricular programming activities, Dr. Park developed an interactive, multimedia exhibit, "Memories of Militarism and War: Asian American Oral Histories From the DMV," to be displayed in Hornbake Plaza. Anne Bautista also joined in Fall 2017 as AAS's new program coordinator and academic advisor. Ms. Bautista has a Master of Education in Postsecondary Administration and Student Affairs from the University of Southern California. She previously worked as a Student Affairs Officer in the Asian American Studies Department at University of California, Los Angeles.

Lastly, Dr. Julie Park transitioned in as the new AAS Director. Dr. Park taught a newly developed course, "Urban Demography and Community," and through student nominations from this course, she received the 2018 Donna B. Hamilton Award for Excellence in Undergraduate Teaching in an Office of Undergraduate Studies Program.

In FY18, AAS selected Dr. Jia Li Liu to be the 2018-19 Calvin J. Li Postdoctoral Fellow. The postdoctoral position supports scholars with an expertise in the issues facing second-generation children of immigrants in the United States. Dr. Liu has a background in Human Development and Family Studies, and previously received a Fulbright grant to research culture-sensitive parenting. Dr. K Anh Do, the inaugural Calvin J. Li Postdoctoral Fellow (2016-18), completed her second year with the program and was very active in the program in terms of

research, teaching and community engagement. Along with AAST affiliate faculty member Dr. Cixin Wang and AAST core faculty member Janelle Wong, Dr. Do co-founded *Connect!*, a newsletter for Asian-American parents and children. Dr. Do has accepted a tenure-track position at the University of Maryland, Eastern Shore in the Department of Human Ecology.

In FY18, AAST offered 26 multidisciplinary classes and filled more than 530 seats. It is worth noting that over the course of the past five years, AAST has more than doubled the number of minors enrolled in the program. In FY13, just 22 students were enrolled as AAST minors. In FY17, 41 students were enrolled and 14 students graduated with an AAST minor. In FY18, 50 students were enrolled and 20 students graduated with an AAST minor.

This year AAST invited Darakshan Raja, founder and co-director of Justice for Muslims Collective, to be the inaugural speaker for the Chandni Kumar Annual Lecture on Asian Americans and Activism. As part of the annual speaker event, Reg Ledesma was awarded the Student Impact Award. More than 60 students, staff, and faculty attended this event.

AAST facilitated and hosted an on-campus internship project, “Chinese American WWII Veterans Congressional Gold Medal Project,” involving 8 undergraduate students and an off-campus internship at the Smithsonian National Museum of American History. In partnership with the Asian American Pacific Islander (AAPI) coordinator within the Office of Multicultural Involvement and Community Advocacy (MICA), another 8 students served as AAPI advocates who focused on various Asian American issues (e.g. mental health, masculinity, transgender/queer identity, mixed race identity).

Other co-curricular programming this year focused on deepening the undergraduate experience through Asian American Studies. In Fall 2017, we celebrated the 10th anniversary of Filipino American Studies at UMD, hosted a screening of *American Revolutionary: The Evolution of Grace Lee Boggs* with MICA, and co-sponsored the *No Muslim Ban Ever: History and Solidarity* screening and dialogue about the parallels of Japanese internment during World War II and the recent Muslim Ban. We also co-sponsored the “Census 2020: Race and Whose Story Counts” conference with the Center for Global Migration Studies. In Spring 2018, we hosted Bao Phi, a Vietnamese-American spoken word poet, to read from his latest poetry book and award-winning children’s book (attended by 50 students, staff and faculty). We had an End-of-the-Year Banquet which included research presentations attended by 120 students, staff, oral history honorees, and faculty.

In terms of development activities, we secured over \$21,000 in external donations, including private gifts to fully fund a trip for 40 students in the Introduction to Asian American Studies course to watch *M. Butterfly* at the Everyman Theater in Baltimore.

Finally, AAST faculty continue to raise the national profile of AAST. Dr. Janelle Wong’s book, *Immigrants, Evangelicals and Politics in an Era of Demographic Change*, was published in May 2018. Dr. Wong also published in *The Journal of Race, Ethnicity, and Politics* and *Politics, Groups, and Identities*. Her research and commentary were featured in major news outlets,

including the Washington Post, Boston Globe, Bloomberg, and Huffington Post. AAST Director Julie Park published in *Ethnic and Racial Studies* and the *International Migration Review* journals and interviewed for the Washington Post.

Comparative Student Data

	Minors Enrolled	Minors Awarded
Spring 2017	41	14
Spring 2018	50	20

Course offerings and enrollment

Fall 2017 Course	Seats Issued	Seats Offered	
AAST200/AMST298C	39	40	
AAST201	30	30	
AAST222	37	40	
AAST298A/AMST298I	7	10	
AAST378	3	2	
AAST388	7	5	
AAST398B/PLCY359A	24	25	
AAST398D/AMST328J	18	35	
AAST398E/AMST328V	29	30	
*AAST398F/AMST328L	25	25	
AAST398L	29	30	
AAST443	26	40	
*AAST498D/THET489D	21	20	
*AAST498I/HESI418A	3	20	
AAST498J/AMST498Q/PSYC489Z	19	25	
AAST498M	19	20	
Fall 2017 Semester Totals:	<u>336</u>	<u>397</u>	<u>85%</u>
Spring 2018 Course			
AAST200/AMST298C	40	40	
AAST201	28	30	
AAST298J	16	20	
AAST378	8	6	
AAST388	3	10	
*AAST398J/ENGL349J	23	25	
AAST398M	29	30	
*AAST398R/HIST428F	23	30	
AAST498B/SOCY498G	20	20	
*AAST498Z/ENGL479Z	10	20	
Spring 2018 Semester Totals:	<u>200</u>	<u>231</u>	<u>87%</u>
FY2018 Totals:	<u>536</u>	<u>628</u>	<u>85%</u>

*Cross-listed course, AAST is not primary

**Note that in terms of seats filled, when courses for which AAST was not the primary are excluded, seat filled ratios are 86.45% for Fall 2017, 92.31% for Spring 2018 and 88.32% for FY2018 total.

Fall 2016 Course	Seats Issued	Seats Offered	
AAST200/AMST298C	42	40	
AAST233/ENGL233	33	35	
*AAST298B/HIST219V/PERS298E/RELS219E	4	10	
AAST378	2	2	
AAST388	1	2	
AAST398D/AMST328J	31	35	
AAST398E/AMST328V/IMMR319G	30	30	
AAST398L	40	40	
AAST443/AMST398J	29	40	
*AAST498I	18	20	
AAST498J	7	25	
AAST498Y/AMST418W	32	35	
Fall 2016 Semester Totals:	269	314	86%
Spring 2017 Course			
AAST200/AMST 298C	40	40	
AAST222	40	40	
AAST233/ENGL233	29	35	
AAST378	7	6	
AAST388	12	10	
*AAST398C/WMNS379C	19	20	
AAST398E/AMST328V/IMMR319G	29	30	
AAST398I	23	25	
AAST398J	19	25	
AAST398L	26	28	
*AAST398R/HIST498F	23	40	
* EDCP498A/EDCP798A/AAST498A	19	20	
AAST498M/AMST418N	16	20	
Spring 2017 Semester Totals:	302	339	89%
FY2017 Totals:	571	653	87%

*Cross-listed course, AAST is not primary

**Note that in terms of seats filled, when courses for which AAST was not the primary are excluded, seat filled ratios are 87% for Fall 2016, 93% for Spring 2017 and 90% for FY2017 total.

External Resource Acquisition

FY2018

\$ 21,118.84	Private gifts
\$ 576,310.00	Calvin J. Li Fellowship in Asian American Studies

\$597,428.84 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)

\$42,852.25 TOTAL

Air Force Reserve Officer Training Corps (AFROTC)

Director: Col David Bacot

afrotc.umd.edu

The 2017-2018 academic year began with a turnover of the new Cadre for AFROTC Detachment 330. Col Morrissey, Maj Carbajal, Capt Surjue, and TSgt Gonzalez left in the summer of 2017, followed by Maj McCauley leaving during the Fall 2017 semester. Col Bacot and Maj Nichols arrived at the end of July, and Capt Peterson prior to December 2017. Capt Revisky left in April 2018 and her replacement Capt Crampton is scheduled to arrive in July 2018. The Detachment has been short one enlisted member responsible for maintaining cadet records. Since TSgt Gonzalez left, this has put a burden on our one enlisted member whom is scheduled to depart April 2019.

The most significant university project during the Fall 2017 term was the fly over of two Air Force jet trainers during the Veteran's Day football game. This was the first time in recent history a fly over was performed at the University of Maryland. The banner year of projects and innovations continued at Det 330 – cadre and cadets alike stretched our limits to improve our administrative, operational, and professional development activities. We began the academic calendar with the second year of our revamped application process. During two half-day sessions, we processed over 70 new cadets into the program.

We have continued our strong partnerships with local military, university, and professional organizations. Gen James Clapper, a Maryland Alum, visited the detachment and spoke at a Joint Leadership Lab. He covered his time in the Maryland AFROTC and his career in the service. Members of the cadet wing participated in the Air Force Association's Air Space and Cyber Conference. Cadets were able to meet the Secretary of the Air Force, the Honorable Heather Wilson, and Gen David L. Goldfein, Chief of Staff of the Air Force.

Our Leadership Laboratories provided beneficial learning opportunities from outside organizations. Det 330 coordinated with Joint Base Andrews Security Forces personnel for training on active shooter scenarios. University of Maryland partners from the School of Public Health and the University Health Center visited to educate our cadet wing on physical fitness, nutrition, sexual assault, domestic violence, dating violence, stalking, sexual education and sexual harassment. This year all three ROTCs have increased cross service participation in joint lectures, physical fitness workouts, and friendly competitions.

The Arnold Air Society Frank P. Lahm Squadron, an honor society associated with the AFROTC hosted the Area Conclave, affectionately referred to as TERPCON. There were 12 universities from seven states that were hosted during this weekend event. One full day of business meetings and a formal dinner with guest speaker Astronaut Frederick D. Gregory, acting director of the National Air and Space Administration from 11 Feb 05 to 14 Apr 05. During the AAS National Conclave, the Frank P. Lahm Squadron was submitted to host the National

Conclave in 2020, potentially bringing 1,000 plus cadets and students to the Washington D.C. area.

Colonel Fred Wieners volunteered to guide our cadets in a ride along of Gettysburg Battle Field in Pennsylvania. He and the cadets followed the battle in chronological order as they visited the different sections of the battle field. The trip was an opportunity for mentorship and empowerment from an accomplished active duty member outside of the cadre.

Headquarters, AFROTC funds one major trip per year for its detachments. Partnering with Det 130 at Howard University, the members of the cadet wing took a trip to Seymour Johnson Air Force Base located in North Carolina. The cadets were able to see the spectrum of operations and support for the F-15E capabilities. Det 330 conducted its second annual Combat Dining-In at the School of Public Health. It was an informal event where we let cadets choose a creative uniform to make things a little more fun, and truly enjoyed each other's company in the spirit of the Airpower legends that came before us. The more formal Dining-Out was held in the Spring 2018 semester at the Holiday Inn College Park. [Colonel Jocelyn J. Schermerhorn](#), Deputy Commander of the 11th Wing on Joint Base Andrews, spoke to the cadets about how exciting it is to begin an Air Force career. Some cadets received yearly awards and scholarships for their hard work over the semester.

Det 330 was hosted by Security Forces personnel on Andrews AFB for our annual Field Leadership Exercise. Cadets were taught small arms tactics, building breaching methods, and medical procedures. After training, the cadets ran through scenarios in a mock hostile urban environment.

The AFROTC mission is to build leaders of character, personified by the commissioning of new officers as Second Lieutenants into the Air Force. For Academic Year 2017-2018, AFROTC Detachment 330 qualified and commissioned 22 new officers (2 in Dec 17 and 20 in May 18) upon successfully graduating from their attending universities. The projection for AY18-19 is likely to rise: we are tracking nearly 35-40 potential commissions for the coming school year.

AFROTC is changing to a new curriculum provided by HQ AFROTC starting with the Fall 2018 semester. This new curriculum takes lessons from previous years and reorders them across all year groups to provide a more comprehensive experience. The new curriculum is oriented to a flipped class room, where the students will have more of the responsibility for teaching the class while the instructors provide guidance and advisement. This academic style is perfect for AFROTC, giving the cadets opportunities to study, plan, and lead a lesson plan amongst their peers and garner feedback on how to improve their abilities to lead.

Det 330 had a big year with cadre turnover and exciting new programs to get students ready for commissioning into the Air Force. We have already started the planning for next year and have taken lessons learned to improve the experience in our program. Developing leaders of character for Maryland and the Nation is the goal we continue to meet and dare to exceed.

Army Reserve Officer Training Corps

Director: LTC Larry Rentz

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, Puerto Rico, and Guam. 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 an outstanding program.

We began this semester by welcoming 31 freshmen into the AROTC program. Our initiative funding helped to bring these freshmen onto campus a few days early to get them acclimated to campus and the AROTC.

In December, we hosted our Third Annual Army Branch Day at the Stamp Student Union. We had over 200 high school JROTC cadets participate in a tour of the campus and information session with current UMD cadets in conjunction with the event.

To increase joint activities with Air Force and Naval ROTC, in February we jointly hosted a campus screening of the National Geographic docuseries titled "Chain of Command." We also traveled to the Pentagon for a military briefing and tour. We concluded the joint activities by winning the Armory Cup by outscoring all programs in athletic competition.

Cultural Competency continued to be an important component of our leader development program. Cadets Garrett Dearden and Allison McCarthy, the first recipients of the Boren Scholarship at the University of Maryland, completed their year-long study of Arabic in Morocco as a part of the UMD's Flagship Language Program. They were commissioned as Second Lieutenants in the U.S. Army this spring. Cadet Matthew Wheeler was the third Boren Recipient and will complete the same program in Morocco this upcoming year. Additionally, five cadets were selected for the highly competitive Project Global Officer, or Project GO language program. Three cadets will study Arabic, one cadet will study Chinese, and one student will study Korean. A total of six cadets participated in U.S. Army

sponsored Cultural Understanding and Leadership Program, or CULP Training through the Army in Argentina, Estonia, Mongolia, Mozambique, and Uganda. CULP cadets conduct three-week military to military training and cultural exchanges with host countries in support of the Department of Defense and U.S. State Department strategic goals. Highly qualified cadets are selected from all 275 Army ROTC programs. UMD Army ROTC Director, Lieutenant Colonel Larry Rentz, led the mission to Mozambique for two months this summer.

We were successful in establishing a Land Navigation Training Area in our outdoor training area called TA Terp behind the Xfinity Center. Creation of a local training provides a huge saving in time and money. The quality of hands-on instruction is also increased with opportunities for more realistic field training.

In Spring 2018 we commissioned 22 cadets into the United States Army. Nine of these commissioned officers were awarded a minor in Army Leadership Studies. Five cadets placed in the top 10% of all cadets nationally, and nine received Distinguished Military Graduate designation which places them in the top 20% nationally.

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

Students/Degrees	FY2017	FY2018
# of new admits	New Freshmen: 28 Transfer: 5	New Freshmen: 31 Transfer: 1
Total # in program	End of year: 91	End of year: 103
# of commissions	17	22

Course Summary Data

Courses/Seats	FY2017	FY2018
# of courses offered	(four levels, semesters each)	(four levels, semesters each)
# of seats offered	210 Fall Semester: Army 106: 80 Army 201: 60 Army 301: 40 Army 401: 30 190 Spring Semester: Army 105: 80 Army 202: 40 Army 302: 40 Army 402: 30	210 Fall Semester: Army 106: 80 Army 201: 60 Army 301: 40 Army 401: 30 190 Spring Semester: Army 105: 80 Army 202: 40 Army 302: 40 Army 402: 30
# of seats issued	100 in Fall 16: Army 106: 25 Army 201: 32 Army 301: 22 Army 401: 21 92 in Spring 17: Army 105: 18 Army 202: 30 Army 302: 23 Army 402: 21	86 in Fall 17: Army 106: 20 Army 201: 13 Army 301: 33 Army 401: 20 103 in Spring 18: Army 105: 31 Army 202: 20 Army 302: 32 Army 402: 20
Totals seats issued	192	189

External Resource Acquisition

	FY2017	FY2018
\$ amounts of scholarships and non-scholarship stipends awarded	\$1,246,900	\$1,572,600

Breakdown:	FY2017	FY2018
Tuition and University fees:	\$ 960,000	\$945,000
Book allowance:	\$ 66,000	\$ 66,600
Stipends awarded:	\$ 220,900	\$561,000
TOTAL	\$1,246,900	\$1,572,600

Beyond the Classroom
Director: James V. Riker
beyondtheclassroom.umd.edu

Engaging and equipping students for active citizenship and leadership on pressing and timely civic issues, Beyond the Classroom (BTC) featured three thematic series with a total of 53 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 the Democratic Republic of Congo, India, Pakistan, South Sudan, Syria and the United States.
- “Rethinking Human Security: Beyond the Immigration and Refugee Crises”: exploring the possibilities for promising solutions for enhancing human security and citizenship by 2030. Due to conflict, environmental disasters, and economic displacement, people around the world are now confronting a world without citizenship. Drawing on examples from Central America, Greece, Kenya, Sierra Leone, Syria, Uganda and the United States, students examined the dynamics for local and global civic action in addressing the immigration and refugee crises around the world.
- “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 labor rights as well as for government accountability in Hong Kong, Peru, South Africa, Tunisia, 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, immigration and refugee issues, labor rights, nuclear proliferation, peace, sustainable development, and women’s rights. Events included:

- A special seminar and panel discussion with the legendary whistle-blower Dr. Daniel Ellsberg on *The Doomsday Machine: How to Avoid Nuclear Catastrophe!* Panelists included: Dr. Steve Fetter, Dean of the Graduate School; Dr. Natalie Goldring, Senior Fellow in the Center for Security Studies and an Adjunct Full Professor in the Security Studies Program in the Edmund A. Walsh School of Foreign Service at Georgetown University; and Tom Collina, Director of Policy for the Ploughshares Fund.
- As part of our new thematic series on immigration and refugee issues, we hosted a special screening of “*Human Flow*” by renowned artist and activist Ai Weiwei followed

by a livestream discussion with the filmmaker about how to solve the global refugee crisis.

Through participation in exciting off-campus community service and advocacy events with leading nonprofit organizations in the Washington, D.C., region, such as 350.org, Amnesty International, Chesapeake Climate Action Network, Veterans for Peace and Whitman-Walker Health, students gained valuable professional and practical experience in understanding how citizens act to make a difference in the world. Through this process of active engagement and learning, BTC students continued to be recognized for their civic leadership on campus in student organizations, in the broader community, and around the world.

Reflecting progress on its strategic planning goals during 2017-18, Beyond the Classroom:

- Supported two student-led, collaborative civic research and advocacy projects. Projects developed throughout the year were a proposal for a School Rain Garden Project, which developed an active environmental learning plan for a student-led, community service project focused on developing rain gardens to expose elementary students in Prince George's County to sustainable environmental practices and to healthy food and nutritional issues; and a new proposed student-initiated course (STIC) on "Your Money or Your Life: Empowering Students through Financial Literacy and Consumer Advocacy Strategies" (2 credits), which empowers undergraduate students with the knowledge and learning skills to navigate successfully the financial and consumer issues they will face beyond graduation.
- Organized seven civic learning experiences outside the classroom, seven civic advocacy events, and one community service events where students contributed over 520 hours of volunteer service. Highlights of civic events included participating in the March for Racial Justice on Capitol Hill, a rally and conference on the 50th Anniversary of the March on the Pentagon, the Walk to End HIV with Whitman-Walker Health, the Rally for Disaster Relief for Puerto Rico, the Fossil Free Fast Campaign for Clean Energy, and the March for Our Lives to prevent gun violence.
- Supported the work and activities of the student organization, Oxfam UMD, which promotes student awareness and engagement on addressing global poverty and refugee issues. Oxfam UMD organized a hunger banquet to highlight the global food security crisis, and co-organized a special campus-wide 5K night walk to raise awareness about preventing human trafficking with Students Ending Slavery.
- Awarded 7 BTC transcript notations to students who completed the program's academic requirements. The recipients represented 7 majors from five colleges.
- Supported 22 students with placement and advising in internships with leading nonprofit organizations or government agencies.
- Provided civic programming to a total of 1,507 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 First Year Book Program to sponsor a film series on the activism and civic leadership of John Lewis and the civil rights movement as part of the campus

discussions of the book “*March, Book Three.*” Students also learned first-hand about historical movements for labor rights, women’s rights and social justice based on the “Unions Making History in America” exhibit organized by the Labor History Collections within the Special Collections and University Archives at the University of Maryland Libraries.

- 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: FY2017 and FY2018

Beyond the Classroom	Fall 2016	Spring 2017	Fall 2017	Spring 2018
New Students Admitted into the BTC Program	15	12	15	8
Total Number of Students Pursuing BTC notation	31	32	35	33
Total Number of Students Participating in BTC classes and civic events	69	84	64	85
Student Internship Placements	7	5	12	10
BTC Program Transcript Notations Completed	6	5	2	5
Students Living in South Campus Commons	7	7	7	7
Number of Participants: BTC Faculty & Film Series	657	781	643	864

Student Transcript Notation Awards and Representation in the BTC Program: FY2017 and FY2018

Beyond the Classroom	Transcript Notations Awarded	Number of Colleges and Schools Represented	Number of Majors Represented
FY2017	11	5	11
FY2018	7	5	7

Carillon Communities
Dean's Office
carillon.umd.edu

Carillon Communities, a one-year living-learning program for first-year students focused on problem solving and team work, is in its fourth year of implementation and continues to build on lessons learned since its inception.

A summary of information about Carillon Communities for FY2018 is found in the chart below. In addition, during this year Carillon Communities completed a detailed self-study that has been submitted for review to the Living Learning and Other Special Program Committee.

In addition to working with the program curricula and students in fall 2017 Carillon Communities has been engaged in a project to increase the number of Carillon Communities from 3 to 10. To recruit new communities the Office of Undergraduate Studies took advantage of the Faculty Fellows program. A major endeavor during fall 2017 was to engage in a professional development program with the Faculty Fellows to develop new Carillon Communities for fall 2018 (refer to annual report section for Faculty Fellows).

Summary of Carillon Community Information, Assessment and Continuous Improvement Efforts FY2018				
Community	Once and Future Planet	iGIVE		Enterprising Cultures
Faculty	Alan J. Kaufman Professor, Geology	Patricia Bory Instructor, School of Public Policy		David Sicilia Associate Professor, History
Course	GEOL124 (Fall)	PLCY214 (Fall)	PLCY215 (Spring)	HIST136 (Fall)
Enrollment	33	33	16	23
UNIV100 Fall 2017	Learning Outcomes <i>Same as FY2016, with minor edits</i>		Major Projects <u>Design Thinking Team Project</u> : Learn how to work with a team, and design an innovative solution for a UMD Welcoming Experience. <u>Fearless Mission Statement</u> :	
Program changes implemented Fall 2017	<ul style="list-style-type: none"> Utilized AIE's Peer Innovation Coaches to support student learning, with a focus on design thinking, in the studio course Invited experienced faculty with Design Thinking experience to hear student final solutions Efforts on teamwork and active learning in UNIV include – teaching in AIE open space, psychological safety, stokes to engage students meaningfully in active learning, focus on stokes. 			

	<ul style="list-style-type: none"> • Revised UNIV100 Guidebook to give greater guidance and clarity to projects. Changed design prompt. • Instituted end of semester check-ins and emails to congratulate or guide struggling students to academic resources • Instituted Move-In weekend field trip to DC led by I-Series faculty • Move from housing all communities on distinct resident hall floors in Easton Hall to all communities mixed across two floors. • Use of Common Rubric from UNIV orientation to assess 4 semester plan • Instituted event for graduating seniors: Ice cream social for our first set of Carillon graduates
<p>Assessment Findings (From Fall 2017)</p>	<p><i>Survey Findings:</i></p> <ul style="list-style-type: none"> • 60% of students report that they would recommend UNIV course citing with top comments that it provides good introduction/transition to the University. As in prior semesters, students comment about the length of the course, the pacing of the work and the balance between projects and learning about resources continue to comment about the pacing of the courses. • As in previous semesters, students comment about the value of distinct aspects of design thinking and FMS projects: learning to interview faculty, opportunity to work with a team, opportunities for self-discovery, major and career exploration. • Students request more community events • Reflection survey analysis reveals increase in number of students articulated that a value of teamwork/collaboration is an opportunity to hear different perspectives (55% to 75%) • Student responses to survey questions about I-Series courses are lower than what we would like with exception of “This course helped me to think in new ways” where consistently across the three years this question was asked 80% students agreed. <p><i>Other Assessment Findings</i></p> <ul style="list-style-type: none"> • Retention in iGive program is 48.5% • Yield was low and enrollment targets not met • Students and Instructors continue to struggle with pacing of the UNIV course (UNIV Instructor Feedback) • Student attendance at community events is low. • Some students struggle with clarity around expectations related to I-Series courses (Informal feedback from students and conversations with faculty) • Focus group of UNIV instructors and members of steering committee participated in workshop to review and rethink Carillon Studio UNIV approach in context of student feedback and UNIV instructor experiences (focus group: Erica Estrada Liou, Mira Azarm, (AIE) Eric Johnson (LTSC), Emily Foley (IRPA), Dawn Simounet, Jacqueline Kautzer Lisa Kiely, Ann Smith and Melissa Del Rios (UGST/Carillon Communities). This led to a new prototype for UNIV100. The prototype was

	<p>tested with interview of former Carillon student and further discussion with UNIV100 instructors, resulted in New UNIV100 format with evening sessions focusing on community, events and academic resources.</p>
<p>Revisions (To be implemented Fall 2018)</p>	<ul style="list-style-type: none"> • Major program revision: Plans to Increase number of communities, significant changes in recruitment approaches, addition of professional development for faculty and UNIV instructors, significant changes in UNIV course design and stronger than ever collaborations across partners: UGST, AIE, Letters and Science and Resident Life, and change in program administration: 80% Assistant Director with new duties related to formal student advising. • Design thinking Project will be moved to an experience during Move-In Weekend: project related to I-Series course, trip to relevant DC museum with I-Series Faculty and UNIV instructors.

College Park Scholars
Executive Director: Marilee Lindemann
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 2017, Scholars and its programs successfully concluded a major quadrennial review for the Provost's Committee on Living-Learning and Other Special Programs. After more than a year of planning, assessing, reviewing, and reporting, we then shifted focus to begin realizing the ambitious goals and objectives laid out in our new strategic plans. Progress was made toward a number of key goals:

- The executive director worked with program directors, sponsoring colleges, and the Office of Undergraduate Studies to secure funding for staff positions for Arts, Global Public Health, Media, Self and Society, and Public Leadership to move toward the goal of equitable and robust staffing across Scholars programs.
- Three classrooms in the Cambridge Community Center are being upgraded to TERP Classrooms as part of an ongoing effort to enhance our physical space.
- [#WeAreScholars](#) is a video rolled out in the fall to showcase our core commitments to diversity, inclusion, and intentional, caring community. Our student groups, Real Talk, Cambridge Community Queers and Allies, and Scholars Promoting and Revitalizing Care (SPARC) worked actively to make Scholars an environment where students from all identities are welcomed, valued, and engaged. SPARC's campaign to raise awareness about the problem of accessing mental health resources on campus sparked conversation and produced concrete results, as the Counseling Center redirected resources to hire more staff and Vice President Linda Clement has appointed a liaison from SPARC to continue working with the Counseling Center and the Mental Health unit in the Health Center.
- This year's Academic Showcase, the culminating experience for Scholars sophomores, was held in the Edward St. John Learning and Teaching Center, advancing an important strategic objective of implementing new ways to demonstrate learning at the conclusion of Scholars curricula. In addition to posters, this signature event for the first time also included video and oral presentations as well as performances and exhibits as ways of presenting student learning. More than 700 students participated.

Going Viral: 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, "Going Viral: The Spread of Illness, Imagery, and Information in the Modern World," had the added benefit of giving students the opportunity to

participate in an important research study of flu transmission being conducted by Professor Don Milton in the School of Public Health. Major theme events included a fall panel about Milton's study, a spring panel of Scholars faculty and guests on memes and other viral content, a lecture by Professor Kate Starbird on how disinformation spreads online, and a screening and discussion of the HIV/AIDS documentary *How to Survive a Plague*. Dozens of Scholars students in a variety of programs earned practicum credit through active engagement with the research process as undergraduate research assistants on the flu study. Working with this trans- and multidisciplinary project has helped our students develop technical skills and subject mastery that will serve them well in future study.

Recognition: Scholars faculty, staff, and students were recognized for a variety of accomplishments in 2017-18.

- Life Sciences director Reid Compton won the Kirwan Undergraduate Education Award for 2018 as he concluded a decade of leading the program.
- Ben Parks, an assistant director on the central staff, won the Undergraduate Studies Staff Award, and Katie Bemb, a student worker on our communications team, won the Undergraduate Studies Student Staff Award.
- Two International Studies alums (Sofia Alsamadi and Ari Rickman) were among the university's eight 2018 winners of Boren Scholarships for intensive critical language study abroad.
- Five Scholars alums (Shabnam Ahmed [IS], Rachel Baldwin [Justice and Legal Thought], Agnieszka Bieganowska [IS], Dominic Dix [IS], and Sarina Haryanto [Business, Society and the Economy]) were awarded the U.S. Department of State Critical Language Scholarship to study abroad during summer 2018.
- Eliot Fenton, an alum of Science, Discovery and the Universe, was selected as one of Maryland's Undergraduate Researchers of the Year for 2018, and Sarah Schurman, an alum of Arts, received the Dean's Senior Scholar Award from the College of Arts and Humanities.
- Six Scholars alums were recognized at the Student Leadership Awards ceremony in May. Sofia Alsamadi (IS), Hope Goodman (JLT), and Kathryn Shannon (Public Leadership) were finalists for the Byrd and Elkins Awards and inducted into the Maryland Medallion Society; Megan Berry (PL) and Patrick Saumell (PL) were named ODK Top Ten Freshmen; and Jennifer Macko (Global Public Health) won the James H. Kehoe and Ethel Kesler Award.
- Scholars alums also excelled in the Do Good Challenge. Terp Thon, with GPH alum Amara Fox on the team, won a \$5000 first-place award in the Project track, and the SPARC team, with founder and LS alum Anthony Sartori in a leading role, was awarded \$5000 for coming in second in the Project track and for winning the Audience Choice Award.

The central staff oversees student awards and scholarships funded by Scholars. In 2017-18 more than \$15,000 was distributed to students currently enrolled in the program and juniors and seniors who earned the Scholars citation. The awards included 22 Co-Curricular Scholarships to support research, internships, and education abroad opportunities. They also included one \$1,500 Martha and Ira Berlin Legacy Fund Scholarship, 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), and six Founders Circle Awards. 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

College Park Scholars Enrollment Data Fall 2016 and Fall 2017			
Fall Term	First-Year Students	Second-Year Students	Total
2016	1023	792	1,815
2017	892	938	1,830

College Park Scholars Completion Data 2016-2017							
Year Entered	Number Enrolled	Citations		Completion Certificates		Total Completions	
		Earned	Rate	Received	Rate	Completed	Rate
2014	961	676	70%	38	4%	714	74%
2015	892	662	74%	27	3%	689	77%

College Park Scholars Graduation Data 2016-2017			
Year Entered	4-Year Graduation Rate	Year Entered	6-Year Graduation Rate
2012	73.7%	2010	89.7%
2013	72.3%	2011	88.5%

Course Summary Data

College Park Scholars CPSP Course/Seats Data			
Term	Course Sections	Seats Offered	Seats Issued
Fall 2016/Winter 2017/Spring 2017	138	4,915	3,577
Fall 2017/Winter 2018/Spring 2018	145	4,955	3,493

External Resource Acquisition

FY2017 Total dollar amount raised: \$29,162

FY2018 Total dollar amount raised: \$33,926.76

Development and Alumni Relations

Director of Development and Alumni Relations: Heidi Bruce

2018 continued to see an improvement in donor processes within Undergraduate Studies. There was significant support for UGST Development staff from central University Relations Staff, led by the new Vice President of University Relations, Jackie Lewis.

Though cumulative giving for 2018 was lower than 2017, Development worked to lay some groundwork for major gifts to come in 2019 and beyond. The average gift from individuals was \$228, the same amount as in 2017.

Solicitations: Three Annual Giving letters were sent out in the fall – one to ROTC alumni, one to IVSP and Honors alumni, and the third letter went to all other UGST friends and alumni and featured a student involved with both IAP and AAP. A general spring appeal letter was mailed to all UGST friends and alumni with Undergraduate Studies program highlights. Each of these letters had nominal successes. Most gifts were through personal solicitations and online giving (through giving.umd.edu, givingday.umd.edu, and launch.umd.edu) was also very popular.

Fearless Ideas: On May 11, University of Maryland officially launched the public phase of Fearless Ideas: The Campaign for Maryland. The campaign launch event highlighted students from both the Honors College and College Park Scholars. This year, the UGST campaign goal went from \$14M to \$20M, and currently we are at 64% of our goal.

In preparation for the campaign launch, UGST planned two Homecoming events. Taking advantage of the proximity to Halloween, one of our events was a Friday evening Campus Ghost Tour. Approximately 30 people, mostly alumni, toured campus with undergraduate student tour guides pointing out some of the university's haunted history.

On Saturday morning, Dean Cohen hosted a pre-game brunch for 25 UGST VIP donors and friends. Campaign Chair Steve Leonard talked about his passion for Undergraduate Studies, and Dr. Susan Dwyer from the Honors College spoke about the future of Honors at Maryland. There were great conversations about the upcoming campaign launch.

There will continue to be opportunities to discuss the campaign and UGST priorities over the next few years.

Giving Day: Giving Day continued to be hugely successful for the Office of Undergraduate Studies. This year, Steve Leonard '78 provided a \$10,000 match for young alumni (2007-2017) gifts to any program within UGST. Several programs took advantage of this match to encourage their alumni to donate and all \$10,000 was matched.

Despite being a small unit, programs in UGST did very well, bringing in more than \$54,000 (an increase of \$21,000 over 2017). Across campus, we finished in the top 6 for total of dollars raised and brought in the largest number of gifts (773). UGST also won four of the challenge

hours – Most School/College Gifts, Most Parent Gifts, Most Gifts from Alumni of the Last 5 Years, and a random #givingdayumd hashtag win by the Office of Multi-Ethnic Student Education (OMSE). These brought in an additional \$1,900.

LaunchUMD: Throughout the year, Honors College – Gemstone teams took advantage of the university’s crowdfunding platform Launch UMD (launch.umd.edu) to bring in more than \$28,000 in support of their research projects. Air Force ROTC also ran two Launch campaigns in spring 2018.

Diversity and Inclusion Report

UGST Diversity and Inclusion Officer: Jerry L. Lewis

Undergraduate Studies implemented its diversity and inclusion strategies on several levels throughout the year. Diversity and Inclusion accountability is included in each of the UGST directors' annual PRD report. Each director and senior staff reports to the dean, as part of their PRD response each year, on the activities and progress on diversity and inclusion initiatives in programs and operational units of UGST.

First, UGST has a Diversity and Inclusion Task Force, chaired by the Diversity Officer, who provides leadership to the UGST-wide diversity and inclusion initiatives. The Diversity Officer also works in concert with the campus's Office of Diversity and Inclusion to help facilitate the campus overall agenda on diversity and inclusion.

Second, over the past year, the UGST Task Force sponsored three major diversity and inclusion events: the fall workshop, third annual UGST Diversity and Inclusion Retreat, and the spring workshop. The 2017 fall workshop was entitled "How to have Crucial and Necessary Diversity Conversations in the Workplace." Approximately 55 people attended.

This training focuses on some common crucial conversations that need to happen in work environments striving for inclusion and diversity. Topics include interrupting harmful ways of relating with one another, having conversations when you have immediate diversity concerns, and proactive conversations that help create a culture of inclusion.

The Annual UGST Diversity and Inclusion Retreat was held in January 2018 and was entitled "Creating Workplace Climates that Value Diverse Identities." 135 people attended. Dr. Roger Worthington, Associate Provost for Diversity and Inclusion, and Dr. Carleton Green from the UM Counseling Center were the main speakers.

This interactive and engaging retreat focused on "understanding the impact of incivility/rudeness in the workplace, how the experience of such behavior may be connected with aspects of our identities, and identifying steps we can take, both to reduce the incidences of such experiences and to promote healing from and build our resilience to incivility".

A sub-group of the UGST Diversity and Inclusion Task Force, (Benjamin Parks, and Drs. Cynthia Sevens and Rhea Roper-Need) initiated a pilot Diversity Dialogues program, as a strategy to continue sustained dialogue on several related topics from the UGST Annual Retreat. This UGST Diversity Dialogues was a voluntary pilot program designed to encourage greater awareness and understanding about diversity and inclusion through sustained dialogue among staff and faculty within the Office of Undergraduate Studies. The mission is to deepen understanding and personal growth and to develop communication and interpersonal skills among participants. Dialogue topics discussed included: (1) Story about your name; (2) Understanding systems of privilege and oppression; (3) Why is it so challenging to talk about race?; (4) #MeToo: Dynamics of gender identity; (5) What is intersectionality and why is it important?, and (6) Talking is great, but what else can I do? The group met for one hour once per month for a period of six months. The intent of this pilot program is to use the experience and findings to develop a

potential curriculum that could be used to sponsor additional ongoing diversity dialogue groups within UGST.

The 2018 spring workshop had approximately 65 attendees and was entitled “Intersectional Communication: How Well Do You Know Me?”

The workshop was designed to promote and improve communications across and among the commonalities and differences we share with a focus on gender, sexual orientation, race, religion and ethnicity. The workshop aims were to provide a space for casual conversations among colleagues to improve comfortable communication. The workshop intended to broaden understanding, enhance appreciation for each other, and improve communication and interaction.

Third, several units in UGST reported on activities and or initiatives conducted to promote diversity and inclusion. The **University Honors Program’s** HONR100 course included the following activities; StarPower Simulation-look at social class structures, Forced Diversity Activity-borrowed from MICA, Privilege Walk, UMD Diversity Timeline and Inclusive Language workshop. In addition, University Honors held diversity and inclusion workshops for faculty as part of their luncheon series with themes such as “Diversity and inclusion in the classroom.” The Gemstone Honors program presented several workshops: “My Story” Assignment and Reflection (students wrote about their own stories, communities and life experiences and shared with their peers); “Paper Bag” reflection and discussion (allows for students to think of three things about themselves that others may know by looking at them (i.e. physical traits, personality traits, etc.) and three things about themselves others would not know by looking at them); and TransTerps Distribution Site (allows student to participate and support the LGBT Equity Center’s TransTerp campaign by distributing materials and promoting good practices for trans inclusion).

The **Office of Letter and Sciences** (LTSC) initiated the following: (1) Student Engagement Intersections Newsletter, distributed three times per semester, featured a) Diversity Tip of the Week, b) Letters & Sciences Inclusion Statement, and c) Calendar of Diversity/Inclusion related events on campus; and, (2) Good Practices Inventory: in partnership with the LGBT Equity Center, LTSC conducted the “Good Practices Inventory.” The results increased non-binary gender pronoun use and visibility, an inclusion-focused revision of the UNIV100 syllabus, forms, and manuals.

Faculty Fellows
Dean's Office
ugst.umd.edu/facultyfellows.html

For FY18 the Office of Undergraduate Studies Faculty Fellows Program was designed to recruit new faculty and communities to the Carillon Communities program. Using the topic “Creating Community from the I-Series Experience,” we received 17 applications and selected 11 faculty (Richard Bell, History; Timothy Canty, Atmospheric and Oceanic Sciences; Bernard Cooperman, History; Najib El-Sayed, Cell Biology and Molecular Genetics; Oliver Gaycken, English; Abigail McEwen, Art History; Cynthia Martin, School of Languages, Literatures and Cultures; Kasso Okoudjou, Mathematics; Beth St. Jean, iSchool; Ebony Terrell Shockley, Teaching and Learning, Policy and Leadership; and Juan Uriagereka, Linguistics).

The faculty participated in a semester-long faculty learning community that led to the development of seven new Carillon Communities for FY2019 and plans for an additional three communities for FY2020 (one faculty member decided to delay development of a community to a later date). Faculty received a \$2,500 stipend for participation as a faculty fellow. Six of the fellows had existing I-Series courses while the others worked on development of new I-Series courses (note that faculty who develop new I-Series courses receive a \$5,000 stipend from the General Education program).

Faculty Fellows learning community meetings were led by a team from UGST (Ann Smith, Douglas Roberts, Lisa Kiely) and Erica Estrada-Liou (Academy of Innovation and Entrepreneurship) and Carillon Faculty member A. J. Kaufman. During the Faculty Fellows weekly meetings faculty employed Design Thinking approaches like those students experience in the Carillon Studio/UNIV100 course. Session topics included: designing an I-Series course, teaching first-semester freshmen/transition to university, brainstorming to develop a team project idea linked to course I-Series question, active learning teaching approaches, best practices for team projects, gaining empathy for first-semester freshmen, supporting a sense of belonging, teaching a class where students live together, Design Thinking, and interviewing students to gain feedback on course design.

In this semester faculty either developed a new I-Series course or revised their existing course to align with the Carillon mission. This course development process included adding a semester-long team project to the course. At the culmination of the semester faculty developed and presented elevator pitch presentations about their I-Series courses. Feedback from the presentations was used to refine communication of the big question of the course.

The faculty who will lead these communities completed agreements that their courses will include student-centered and inclusive approaches that promote a sense of belonging and student success. Carillon Community faculty attend the I-Series faculty seminars during the semester when they are teaching their community course. Agendas for these meetings allow faculty to continue to focus on approaches that support I-Series and Carillon Community goals.

Federal Fellows and Global Fellows in Washington, DC

Director: Joan Burton
federalfellows.umd.edu
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 2017-18, the programs served their largest cohort to date, with 154 students representing 10 colleges, 50 majors, and 25 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 Akan, Amharic, Arabic, Dutch, Farsi, French, German, Gujarati, Hebrew, Hindi, Japanese, Kannada, Korean, Mandarin, Polish, Portuguese, Punjabi, Russian, Spanish, Turkish, 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 9 expert-practitioners with current positions at the State Department, the National Counterterrorism Center (NCTC), the Congressional Research Service (a humanitarian aid specialist), Intelligence Agency, 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:

- 6 Boren Scholarships (China, Jordan, Senegal, Morocco, and Indonesia)
- 2 Critical Languages Scholarships (both in China)
- 5 Peace Corps (China, Ecuador, Cambodia, South Africa, Indonesia)
- 1 Public Policy & International Affairs (PPIA) Program Fellow
- 1 Udall Scholarship and NOAA Pathways Internship

- 1 Rhodes Scholarship Finalist
- 1 Barry Goldwater Scholarship and Excellence in Education Foundation

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 State Department, International Monetary Fund (IMF), White House, Department of Defense, Department of Justice, Department of Homeland Security, Federal Aviation Administration, Booz Allen Hamilton, Deloitte Consulting, the Federal Reserve, Council of Foreign Relations, Brookings, the Aspen Institute, Peace Corps, and the Smithsonian. They have gone on to attend graduate school at some of the top institutions in the world, including Harvard Kennedy School, Harvard Law School, University of California Berkeley Law School, Thammasat University Global Public Health (Thailand), University of Michigan Ann Arbor, William and Mary School of Law, Johns Hopkins, Oxford, the London School of Economics, 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, 68% of students obtained internships at federal agencies, and the rest interned by choice at other internship sites.

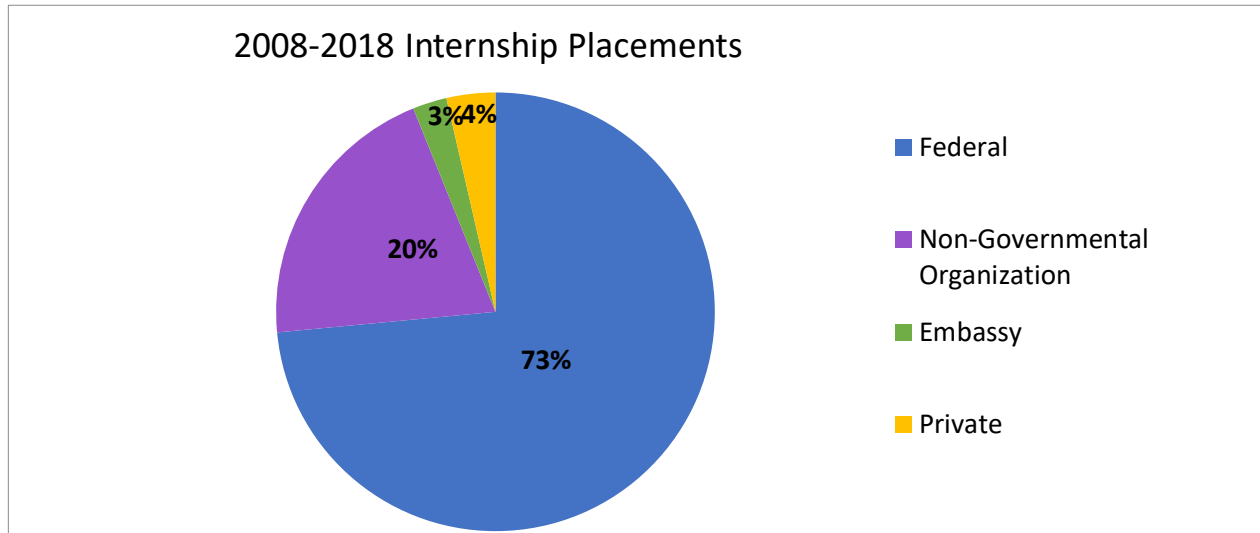
The programs provided over 14 professional development workshops as well as resources throughout the year, including:

- 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 “Interning in the Global Community”;
- presentations by expert practitioners from federal agencies (including Dept. of State, DHS, CIA, and DHHS), international organizations (including the International Rescue Committee and the Norwegian Refugee Council), 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 4 program alumni (now with the Federal Bureau of Investigation, the Brookings Institution, Deloitte Consulting, and a PPIA Fellow);

- seven site visits, including meetings at the State Department, U.S. Agency for International Development, congressional offices and committees, DHHS, DOE, USDA, 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.



The alumni network now consists of over 990 fellows in the United States and abroad. The Alumni Board hosted several local and D.C. networking events in 2017-2018, attended by nearly 100 program alumni and current fellows. The Alumni Mentorship Program also celebrated its third year connecting current students with alumni mentors.

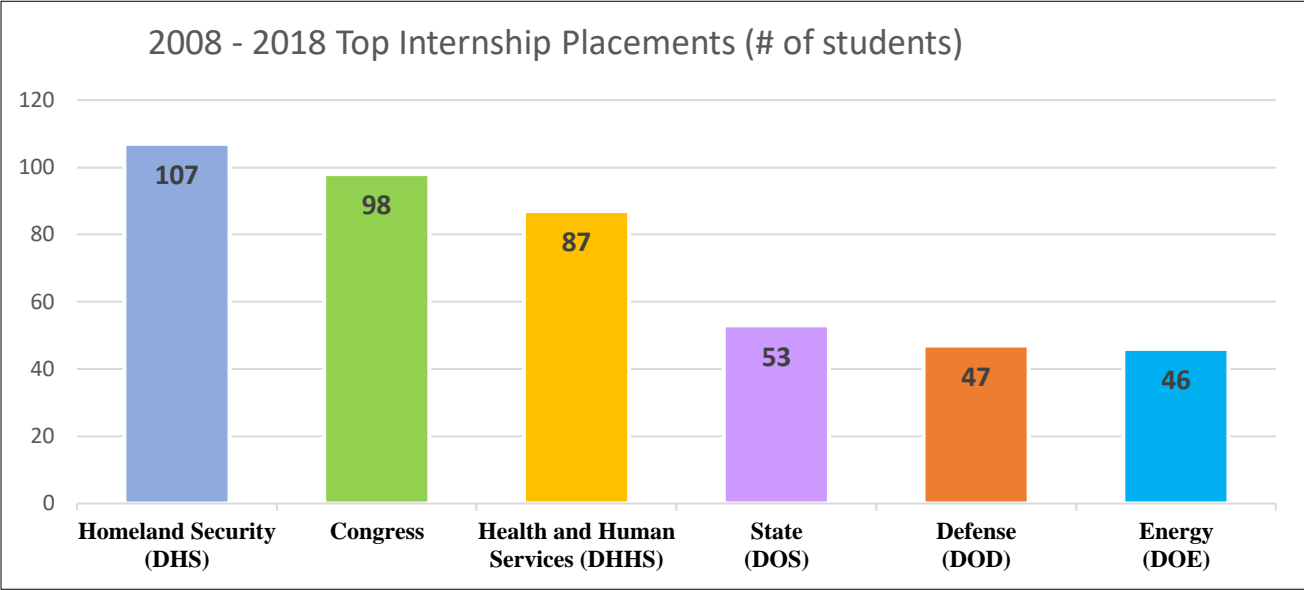
Program Enrollment Data

Federal Fellows Program

	2016-17	2017-18
Total # of Students	63	63

Global Fellows in Washington, DC

	2016-17	2017-18
Total # of Students	89	91



First Year Book
Dean's Office
firstyearbook.umd.edu

The 2017-18 First Year Book (FYB) selection committee include faculty members from History, Chemistry & Biochemistry, Cell Biology & Molecular Genetics, Journalism, Computer Science, Government & Politics, English, Communication, African American Studies, and Women's Studies. Staff members who work with new students and current undergraduate students made up the rest of the FYB committee membership. Committee members bring a diversity of opinions to the work. Campus community members submitted approximately 60 nominations and the committee took more time than usual to agree on one text, feeling strongly that they wanted a book that could help students relate to current national events. *March Book Three* by John Lewis, Andrew Aydin, and Nate Powell was selected for its ability to compel students across several academic fields to experience the firsthand historical accounts of the Civil Rights era and to encourage and engage them to consider historical events with a critical eye.

March Book Three was the first comics work to receive the National Book Award and won numerous additional honors including the Michael L. Printz Award, the Robert F. Sibert Medal, and the Coretta Scott King Book Award. *March Book Three* portrays the successes and setbacks that activists and students faced more than 50 years ago, including the historic protest on the Edmund Pettus Bridge in Selma, Alabama, that led to the passage of the Voting Rights Act. *March Book Three* allowed our campus the opportunity to engage in conversation on several issues: how do we create a community that reflects the values of the university? What do we do when we experience and see injustice?

FYB continued its tradition of offering a resource-rich website available to the public. The FYB blog connected the book to current issues and events, including the profile of an activist of the week. The site also provided online resources, 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, with activities and discussion questions encouraging students to apply the book's concepts to real world situations.

The FYB hosted Congressman Lewis and one of his co-authors, Andrew Aydin, on campus on October 12 at the Memorial Chapel. His lecture, "Good Trouble?", was well received by an audience of students, faculty, staff, and community members. In addition to the author visit, FYB collaborated with a number of offices on campus hosting events such as a Trivia Night in conjunction with the Office of Diversity and Inclusion and a talk with Global Communities by Maria J. Stephan, "Why Nonviolent Action Works." The University Libraries also provided a resource page on their website, which is linked to the FYB site.

Approximately 10,000 copies of the book were distributed at events such as TerpMarket, First Look Fair, the author lecture, and Maryland Day. *March: Book three* was used in Academic Writing classes, 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
Dean's Office
gened.umd.edu

Fall 2017 began the sixth full year of the implementation of the university's General Education program. It was a year to take stock of our goals and review the success of the General Education program initiatives. The program continues to engage faculty from across campus in teaching courses, serving on faculty boards, and attending category-specific professional development opportunities.

This year through our I-Series and Scholarship in Practice Faculty Seminars, we have engaged with over 100 faculty members in professional development initiatives. We initiated a conversation with campus administrators to determine the best path for a systematic review of General Education courses. Through meetings with associate deans (UGAP group) and undergraduate program directors (DUGS group) we gained feedback on the review approach and value. Our goal is to ensure that courses marked as General Education are appropriately indicated and continue to be aligned with learning outcomes. A streamlined review process will be a collaborative effort with departments.

This year the Office of Undergraduate Studies has concentrated on initiatives that promote and reveal the value of General Education. In the fall we brought together a group of faculty who teach Scholarship in Practice courses with academic advisors from Letters and Sciences to discuss effective approaches for communicating about General Education in general and specifically about Scholarship in Practice. A similar session that will promote clarity about the value of General Education courses will be on the program for the summer 2018 Advising Conference.

We investigated approaches to identify General Education courses in syllabi. We worked with a cohort of faculty developing I-Series courses for Carillon Communities in drafting statements about how their courses specifically relate to the I-Series mission. We are now asking faculty (via start-of-semester emails and course approval notes) to identify the distributive study category of their General Education course in syllabi. This approach is aimed at indicating faculty support of General Education and promoting the value of General Education to the students. We are currently collaborating with the University System of Maryland badging initiative (BEST) that will explore an approach to reveal skills and competencies gained across the General Education program. In addition, the Office of Undergraduate Studies is leading an ePortfolio pilot in collaboration with DIT, Career Center, TLTC, and Professional Writing that will dovetail with the badging initiative but will also allow faculty and programs to explore how we might use portfolios and reflective writing to meet student learning outcomes.

Since the launch of the General Education program there have been over 1,500 courses approved for General Education, and recruitment for new courses continues, including approval of 11 new I-Series courses and 27 Scholarship in Practice courses in the 2017-18 academic year. This year UGST collaborated with the Academy of Innovation and Entrepreneurship to sponsor a Faculty Fellows program focused on "Building community from your I-Series course." This

effort generated two new I-Series courses (with two more in development) and engaged 11 faculty in a learning community that met weekly for one semester. Faculty participants explored how the use of team projects and inclusive active learning approaches, as well students living together in the Carillon Communities, can promote learning outcomes.

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. In the spring, Scott Wible, Director of the Professional Writing Program, presented data at a Learning Outcomes Assessment College Coordinators meeting and facilitated a workshop for TLTC titled “What Students Learn in their Writing Courses and How Can You Build on that in Yours?”

In fall 2017 the Math department began to assess a common problem included in all final exams for all students enrolled in MATH140 using the General Education Analytic Reasoning rubric. The problems were assessed by a committee of Math faculty members using a common scoring scale. The Office of Undergraduate Studies then collaborated with Math and IRPA on an assessment project using demographic data to examine how MATH140 fits into students’ major trajectory and math readiness. The Office of Undergraduate Studies has continued hosting meetings of all of the Fundamental Studies program directors where best practices are shared and new ideas generated (for example, connecting student work to campus initiatives such as Do Good).

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 value of the rubrics is gaining traction across campus as department-based undergraduate programs with similar learning outcomes are using or adapting these rubrics for assessment of student work in relation to program goals.

All areas of General Education are currently engaged in learning outcomes assessment. A communication plan was developed to inform all faculty teaching General Education courses about assessment efforts and to provide valuable teaching resources. We continued to include assessment as a discussion topic in I-Series and Scholarship in Practice faculty meetings. In the past year, 159 faculty completed the assessment process and submitted their findings via the reflection survey, and 175 faculty took advantage of the Canvas Speedgrader tool to collect assessment data. In reflections faculty described how assessment revealed useful information that could inform their teaching. Examples of changes that faculty plan to implement include: revising midterms and final exams, updating the grading rubric, and more effective scaffolding for assignments.

The Office of Undergraduate Studies collaborated with DIT to create clear instructions on how to use Speedgrader for course and program learning outcomes. Additionally, a landing page for faculty was added to the General Education website to increase transparency in the course

submission process. A revamp of the faculty page is planned for 2018-19 to increase the usability of the resources not only for General Education assessment but also for development and improvement of General Education courses.

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, creating and managing online classes, and incorporating breaking news into the class schedule.

The Scholarship in Practice community met two times each semester with agenda items generated by faculty interest. For example, how to best reveal the mission of Scholarship in Practice in course syllabi, and teaching using teamwork, including presentations from Carolyn Fink, College of Education (EDSP220), and Diana Cortez (PLSC251), College of Agriculture and Natural Resources.

The Office of Undergraduate Studies presented “Faculty Centered Assessment of General Education” at the 2018 AAC&U Conference, Philadelphia, PA.

Students nominated 118 faculty for the Donna B. Hamilton Teaching Award for Excellence in Undergraduate Teaching – General Education Teaching Award. The recipient was Dr. John Buchner, Lecturer in the Department of Cell Biology and Molecular Genetics.

Honors College
Executive Director: Susan Dwyer
honors.umd.edu

The Honors College welcomed 983 new students to campus in Fall 2017, with two programs – Integrated Life Sciences and Honors Humanities – posting their largest Freshman cohorts ever. The year’s major highlight was the news that ACES had been awarded a five-year, \$5M Scholarship for Service Grant from the National Science Foundation.

Our students

Honors College students received considerable recognition on and off campus. Christopher Bambic (UH) won the University Medal. He and Yousuf Khan (ILS) were named Winston Churchill Scholars. In addition, Honors College students won: two Boren Scholarships (Griffin Riddler and Bronwen Schriml, both in HHUM); four Barry M. Goldwater Scholarships (Lily Sun, ILS; and Paul Neves, Tanay Wakhare, and Eric Wang, all in UH); four NOAA Hollings Scholarships (Megan Forte, UH; Donald De Alwis, ILS; and Madeline Beaudry and Candela Cerpa, both in Gemstone); four National Science Foundation Fellowships (Christopher Bambic, UH; Yousuf Khan, ILS; Alan Kaplan, Gemstone; and Eric Frizzell, Aerospace Engineering Honors Program); two Undergraduate Researchers of the Year Awards (Tylar Clark and Robert Martin of UH); three Fulbrights (Celia Studt, UH; Rachel Herman, Gemstone; and Chris Eyo, EIP); two OMSE Academy of Academic Excellence Awards (Zharia Crisp and Syndey Sharp of ILS); and one Udall Scholarship (Amelia Avis, UH). Nine Honors College students were named Phillip Merrill Scholars (Katelyn Turner and CeCe Ukejianya, both in EIP; Kirby Rhodes, Christopher Bambic, Rosemary Davidson, Zachary Plotkin, Miriam Silton, Kinsey Rose Manchester, and Daniel Dorfman – all in UH). And seven ILS students won fellowships from the Howard Hughes Medical Institute (Maigane Diop, Uzair Ahtesha, Anna Seminara, Emma DeRavin, Kristen Ramsey, Robert Liu, and Yousuf Khan).

Honors College student research garnered quite a bit of attention. EIP’s Eric Meissner (CEO) was joined by ILS students, Maria Chen and Nick Hricz (and others), in Symbiont Health, a student-led project which created an automatic device to detect unconscious falls. The project took the top prize (\$15k) in the Pitch Dingman competition and won the UMD Do Good Challenge. Another student-driven project, Synapto – which aims to develop low-cost tools to diagnose Alzheimer’s disease before symptoms are apparent, earned top prize (\$20k) in the National Institutes of Health Design by Biomedical Undergraduate Teams challenge. ILS’s Megha Guggari, EIP’s Christopher, and DCC’s Anoop Patel were members. Twenty-three Gemstone students, representing eight Teams presented their Gemstone thesis research at professional conferences, and three Gemstone Teams (BLOOD, HAPTIC, and CLOT) published papers in academic journals. Gemstone Teams BREATHE and ARM IT secured provisional patents for innovative technology. DCC’s Andy Moon’s Capstone Project (Moon: Goose Father and Immigration Nests) was selected for the NextNOW Fest, and DCC’s Catherine Sorensen developed her Capstone Project work into Feia Smoothies – a company that combats food waste by using unwanted produced from local farmers to make smoothies that are sold the Co-op in The Stamp.

Honors College students are leaders on campus. Rahila Olanrewaju (HHUM) was instrumental in the development of an African Studies Minor that will launch in Fall 2018. Several others were recognized for their outstanding leadership: Dana Rodriguez (EIP) won the Wilson H. Elkins citizenship award; Mark Cerasoli (ILS) received a Rawlings Undergraduate Leadership Fellowship, and ILS's Veeraj Shah received the UMD NewDay USA Character Driven Leadership Award. EIP seniors Samrat Jha and CeCe Ukejanya, delivered the Clark School Commencement speech and received the Spirit of Maryland Award, respectively.

Honors College students continued their tradition of doing good, with ILS and Gemstone students completed 1,100 and 1,400 service hours, respectively.

Our programs

Each unit in the Honors College cultivated relationships across the campus and with government and industry partners. ACES was awarded the UMD Corporate Connector of the Year Award in recognition of its strong connections with government and business. ACES also expanded its Cybersecurity Connect Mentoring Program, putting students together with representatives from Northrop Grumman, the U.S. Secret Service, NSA, and Talos/Cisco. With a \$25k gift, Corcentric became a program innovation partner with EIP. EIP also secured a \$50K grant from the National Institute for Standards and Technology (NIST) for an 8-week program for 5 EIP teams which conducted analyses resulting in recommendations for market entry strategies for a number of NIST technologies. These teams were mentored by faculty from the Departments of Electrical and Computer Engineering, Fire Protection Engineering, Computer Science, and Chemical and Biomolecular Engineering.

LLP Directors and their staff implemented a number of programming and curricular improvements. ACES launched a new foundational course sequence. EIP updated its core curriculum, introduced Social Entrepreneur in Residence office hours, and improved support for students launching ventures. ILS made changes to scale for its large class. HHUM redesigned its freshman courses, focusing on the application of the arts and humanities to contemporary issues, and began work to deepen the global focus of its sophomore seminars.

LLP Directors and their staff continue to develop alumni outreach: Gemstone launched AMPP (Alumni Mentor Partnership Program) which links 80 current students with 80 Gemstone alumni, and ACES launched its communication initiative, "Alumni Spotlight".

Significant events this year included: DCC's cross-disciplinary panel on "Technology, Identity, and the Current Political Moment"; DCC's Capstone Fair had 200 guests; EIP's TerpTank Capstone symposium supported by nearly \$15k raised from campus partners and corporate and alumni donors and attended by 250 guests.

Our faculty and staff

There were a few staff changes throughout the year. ACES Assistant Director, Liz Galvin, assumed a new position as Program Manager for Clark Scholarship Programs in the A. James

Clark School of Engineering, Melissa Monyahan came on board as ACES Assistant Director for External and Corporate Relations, Jacob Bremerman transitioned from EIP to join the ACES team as Scholarship for Service Coordinator, and Jessica Harrington was appointed ACES Assistant Director. Krista Cabellero served as acting Director of DCC, supported by postdoctoral fellow, Jarah Moesch, as acting Associate Director.

UH faculty member and Gibran Chair for Values and Peace, May Rihani, was awarded a two-year, \$2.5 million dollar grant from the U.S. Department of State to promote women’s leadership and gender inclusive policies in the Middle East and North Africa. Dr. Greg Staley, Professor of Classics and Director of Honors Humanities was featured in *The Chronicle of Higher Education* in a story showcasing an Honors Humanities seminar taught in the new Edward St. John Learning and Teaching Center. EIP Director, Jay Smith, was nominated for the Dingman Center Rudy Award for Outstanding faculty in Entrepreneurship. And, ACES Associate Director Dr. Jan Plane received the CMNS Board of Visitors Creative Educator Award.

Diversity efforts in the Honors College were evident in the extensive outreach activities of ACES students, led by Associate Director, Dr. Jan Plane, that included workshops with K-12 students and various after-school programs. Interim Associate Provost and Chief Diversity Officer, Dr. Roger Worthington was the guest speaker at UH’s first Faculty Luncheon.

Progress in relation to the Honors College Strategic Plan

Across the College this year, we had many conversations about the main elements of the Honors College Strategic Vision Committee’s Report. Associate Director Dr. Traci Dula led a workgroup to articulate our vision of the Honors College Graduate, and Directors and their staffs participated in several workshops aimed at articulating a new mission statement for the Honors College.

Comparative Student Data

Year	Number of New Students	Number of Returning Students in the Honors College	Number of Students Awarded Citations (updated)
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
FY18	1057 + 18 = 1075	4125	911

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
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
FY18	64 fall + 70 spring = 134	2,536	28	421

External Resource Acquisition

FY2018

\$5,756,722 (includes \$5M from NSF and \$615,722 from Northrop Grumman)

Hillman Entrepreneurs Program

Director: Gül Branco

hillman.umd.edu

Unfortunately, the program experienced a great loss this year as the founder of the Hillman Entrepreneurs Program (HEP), David Hillman passed away. His memorial service was held on January 4th at the Hotel at The University of Maryland and Gül Branco, Nancy Stalowski, and numerous students and alumni attended. His legacy will continue to be carried on by the excellent work of the HEP and the students in the program.

HEP held its graduation ceremony at Riggs Alumni Center on May 6th to end another successful academic year. Once again, students in HLMN473: Consulting in Tech Entrepreneurship in the Spring semester worked with local businesses to gain valuable consulting experience. HEP added a new instructor to the growing number of resources for the program. Professor Amy Kincaid taught HLMN473: Consulting in Tech Entrepreneurship in the Spring semester. She is the founder and managing director of ChangeMatters, Benefit LLC. This company provides strategy consulting, support from growth, turnaround, and renewal and executive coaching. It was the first registered Benefit LLC which is a service business committed to balancing people, planet, and profit. In addition to her expertise in the business field, she was also a lecturer for the Robert H. Smith School Center for Social Value Creation and interim manager for the Change the World Student team out of that program.

HEP participated in a major community service event this fall. Hillman students from the University of Maryland, College Park, Montgomery College, and Prince George's Community College all volunteered with the Alzheimer's Association Walk to End Alzheimer's held at the National Harbor in Oxon Hill, MD on September 23, 2017. This walk, held in over 600 communities nationwide, is the world's largest event to raise awareness and funds for Alzheimer's care, support and research. Students helped at every stage of this major event, helping with registration, acting as guides, giving out flowers representing the reason for walking, and being general cheerleaders throughout the walk.

HEP held numerous workshops throughout the year. Accenture held two workshops for the Hillman program. The first was in the Fall and was a Case Study Workshop. At this workshop a team of Accenture employees, including two Hillman alumni, presented to current students on how to work through case study examples they often encounter during the interview process for major consulting firms. In the spring Accenture employees held a Networking and Client Relationship Management workshop. This was to help students prepare for the HLMN473: Consulting in Tech Entrepreneurship where they would be working with real clients.

Once again HEP held a Marketing Competition in the Fall semester. This year the competition was managed by Tessa Kyriakopoulos. She is a marketing communications professional with a 20+ year global career in a wide variety of organizations and industries. The highlight of Tessa's career has been winning the bid for the Athens 2004 Olympics as part of the international media relations team. She was lucky enough also to work for the Organizing Committee as a

Ticketing Marketing and Venue Manager. She brought together two companies for the marketing competition. Students were challenged to create a unique social media marketing push for Arcadia Center and Together We Bake. Arcadia Center (<http://arcadiafood.org>) is a nonprofit organization dedicated to creating a more equitable and sustainable local food system in the Washington, DC area and Together We Bake (<https://new.togetherwebake.org>) is a comprehensive workforce training and personal development program for women in need of a second chance.

Other workshops offered include an Emotional Intelligence Workshop run by Gül Branco to help students identify their strengths and weaknesses in their emotional intelligence. As a critical component of a successful leader, this new workshop will be an addition that will continue annually. Nancy Stalowski led a Mentoring Workshop to help student better prepare to become a peer mentor for the Shadow Program that that HEP has run the past three years. In the Shadow Program incoming community college students are paired with a current Hillman UMCP student based on their intended major, the community college they are coming from, and personality. They then spend a day at the College Park campus attending a class, getting acclimated to the campus, and asking questions about transferring and what their major would be like at UMCP.

HEP also started a blog this year. Two blog writers were chosen from applicants to do short write-up of the activities hosted by HEP. Rylenn Keys is a senior kinesiology major hoping to pursue physical therapy and Connor Woodside is a junior supply chain management major in the R. H. Smith School of Business.

The knowledge and experience gained during an internship is a great benefit to students in starting their careers. These internships help lead to great careers. Students have received offers from Microsoft, KPMG, and CohnReznick. In addition, this year we had our first student received an offer from Under Armour, a company started by a former Terp. Students also choose to continue their education through graduate school. One student was accepted into the highly competitive PhD in Chemical and Biomolecular Engineering at Berkeley.

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

Retention	2016-17	2017-18
Total Students	104	115
Entrance Cohort #	44	58
Probation	3	7
Left the Program	2	0
Removed	1	4
Graduated	34	33
End Students #	67	78

Incentive Awards Program
Director: Jacqueline Wheeler Lee
uminctiveawards.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.

After the departure of Derrick Gunter, associate director, we revised our programming efforts and retooled staff responsibilities to ensure a meaningful and coherent student experience. Shelvia English, former coordinator of student services, was promoted to assistant director and Dwaine Brown was hired in June to assume coordinator duties. Shelvia's primary duties will be to manage the day-to-day operations of the office, hire and supervise staff, develop robust data collection and program assessments, and devise our recruiting and outreach strategy, and budget management. Dwaine will provide academic coaching and intervention strategies, execute recruitment in Prince George's County and Baltimore City, coordinate faculty/staff mentoring, and initiate community-building activities, among other duties.

IAP instituted a new, streamlined selection process in an effort to reach even more qualified applicants. Recruitment territories expanded to include all public high schools in Prince George's County and Baltimore City. Though the number of IAP scholarships did not increase, this change enabled all students to apply for the program rather than limit the opportunity to a narrower, targeted list of schools and nominated students. IAP staff collaborated with Enrollment Management to facilitate a recruitment process that enhanced the efforts of both units and to ensure timely vetting of prospective students to determine their need. Working together with selection committee members, IAP staff identified its next cohort with greater representation from both geographic regions.

IAP on-boarded new volunteers, including IAP donors/prospects and UMD staff, who were involved in selecting the new cohort and who participated in professional development programs for current students. Long-time donors served on the advisory board to support fundraising efforts.

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. The most recent seminar focused on leadership in the workplace.

IAP students continue to excel. To date:

- The one-year retention rate held at 95% for Incentive Awards students—equal to that of other students at the university.
- The six-year graduation rate is 85%, the same as their UMD peers.
- IAP students outpace their peers from similar backgrounds (e.g., **same** high schools, zip codes, and similar freshmen profiles) on academic success metrics like retention and graduation rates, grade point average, and credits attempted/earned. See attached table.
- Students landed summer internships at companies like KPMG, Ernst & Young, J.P. Morgan, and Amazon.
- One hundred fifty-two students have already received their bachelor’s degrees. Four more students are on track to graduate later in 2018.
- Sixty-eight Incentive Awards Scholars have studied abroad in 29 countries.
- Four students have been inducted into Omicron Delta Kappa. Two students have been senior marshals for commencement and 2 students have been commencement speakers. One student was invited to the Maryland Medallion Society and 1 student was inducted into Phi Beta Kappa.

Of particular note is that nearly 25% of IAP alumni have earned graduate degrees. Including those alumni currently enrolled, about 30% expect to complete or have completed a graduate degree in the short term. Ten of these degrees, or 7%, are at the doctoral level. Universities include: Carnegie Mellon, Cornell, University of Illinois, Urbana-Champaign, and University of Maryland, among many others. IAP is helping to shape the students’ expectation of themselves and has inspired them to strive for a high standard.

Comparative Student Data

5-Yr Average Retention Rate		IAP	Comparison Group
1st Year Retention Rate	2012-16 cohorts	95%	94%
2nd Year Retention Rate	2011-15 cohorts	95%	90%
3rd Year Retention Rate	2010-14 cohorts	92%	82%
5-Yr Average Graduation Rate		IAP	Comparison Group
4-Yr Graduation Rate	2009-13 cohorts	54%	38%
5-Yr Graduation Rate	2008-12 cohorts	84%	67%
6-Yr Graduation Rate	2007-11 cohorts	85%	73%

5-Yr Average Credits Attempted		IAP	Comparison Group
First Fall	2012-16 cohorts	16.96	14.87
Second Fall	2011-15 cohorts	45.49	41.70
Third Fall	2010-14 cohorts	75.72	70.26
Fourth Fall	2009-13 cohorts	107.04	99.87
Fifth Fall	2008-12 cohorts	141.39	122.18
5-Yr Average Credits Earned		IAP	Comparison Group
First Fall	2012-16 cohorts	16.56	14.40
Second Fall	2011-15 cohorts	45.03	40.55
Third Fall	2010-14 cohorts	74.58	67.86
Fourth Fall	2009-13 cohorts	104.50	96.56
Fifth Fall	2008-12 cohorts	127.28	116.50
5-Yr Average Fall GPA		IAP	Comparison Group
First Fall	2012-16 cohorts	3.18	2.91
Second Fall	2011-15 cohorts	3.06	2.82
Third Fall	2010-14 cohorts	3.07	2.87
Fourth Fall	2009-13 cohorts	3.04	2.95
Fifth Fall	2008-12 cohorts	2.94	2.78

Individual Studies Program

Director: Joan Burton

ivsp.umd.edu

Program Mission: *Recognizing that education is sometimes best approached outside the boundaries of a single, established academic major or program, the Individual Studies Program provides students with a forum to create their own unique major, focused on a specific area of study and drawing on courses from multiple academic departments.*

Program Description: 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 of Maryland majors. This year 50 students participated in the program. IVSP is the Office of Undergraduate Studies' only degree-granting academic program.

Twenty-four B.A. and B.S. Degrees Were Awarded in AY2017-2018

- Bioinformatics & Computational Biology, B.S.
- Biomedical Global Health, B.S.
- Cognitive-Behavioral Neuroscience, B.S.
- Education in International Development, B.A.
- Entrepreneurship, B.S.
- Environmental Communications, B.A.
- Environmental Health Science, B.S.
- Global Communication, Business, & Engineering, B.S.
- Global Crisis Management, B.A.
- Global Economic Development, B.A.
- Global Health & Development, B.S.
- Global Health & Advocacy, B.S.
- Global Public Health & Development, B.S.
- Immigration & Ethnic Studies, B.A.
- Infrastructure Engineering & Real Estate, B.S.
- Innovation & Entrepreneurship, B.S.
- Media, Art, & Social Change, B.A.
- Middle East Studies, Diplomacy, & Communication Media, B.A.
- Music History & Literature, B.A.
- Philosophy & Science of Mind, B.S.
- Product Design & Software Innovation, B.S.
- Sport Management & Communication, B.S.
- Sustainable Business Development, B.S.
- U.S. International Relations, B.A.

Student and Alumni Awards and Achievements

IVSP students and recent alumni received the following major awards:

- 2018-2019 Fulbright Research Award to do neuroscience research in the Netherlands
- 2017-2018 Fulbright Research Award to study Solar Energy in Morocco
- Fully-funded Clarendon Scholarship for graduate study at Oxford University
- Forbes Magazine's 2018 "30 under 30 in Games"
- Forbes Magazine's 2017 "30 under 30 in Enterprise Technology"
- UMD's Undergraduate Commencement Speaker for the 2017 December Graduation

Research and Professional Development Awards- In 2017-2018, the Individual Studies Program gave 13 research and professional development awards to its students. These awards were made possible through the generosity of 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 complete original research, participate in conferences and internships, and engage in study abroad.

Jobs and Graduate School: Recent graduates are pursuing advanced degrees at Harvard Law School, Harvard Kennedy School, Oxford University, Duke University, Stanford University, University of Pennsylvania, George Washington University Elliott School of International Affairs, University of Maryland, and others. They are pursuing careers or public service at AmeriCorps, the Peace Corps, Facebook, Columbia University Medical Center, the Case Foundation, Accenture, Innoplate, Imusify, Baltimore National Aquarium, and others.

Other Recent Major Alumni Achievements Include: an IVSP alumnus managed the Sets and Characters on Academy Award winning-movie *Inside Out*; an IVSP alumna served as associate director of Pulitzer Prize-winning Broadway drama SWEAT; IVSP alumni founded tech startups including Redspread, Seebright, and MotionVibe; and IVSP alumni founded non-profits including Athlete Ally and The Peace Project (in Nicaragua).

Student Diversity Snapshot - The IVSP cohort of 2017-2018 included students fluent or proficient in Spanish, Russian, Korean, Arabic, Persian, French, Akan, Twi, Hebrew, Hindi, Urdu, and Punjabi; first generation college students; international students; and students from immigrant families.

Student Internship and Study Abroad Experiences in 2017-2018 - IVSP students are strongly encouraged to integrate academic learning with real world experience through internships and study abroad.

Internships: In 2017-2018, student internships included U.S. Department of State, U.S. Department of Defense, U.S. House of Representatives, U.S. Senate, Sustained Dialogue Institute, Uniformed Services University of Health Sciences, Washington Spirit, Baltimore National Aquarium, H&H Management, CBRE Group, TasteLab, Capital SUP, August Lang and Husak Advertising Agency, and Imusify.

Study Abroad: In 2017-2018, student study abroad experiences included Morocco, Tanzania, Israel, India, and England.

Professional Development and Community Development - In 2017-2018, the IVSP staff and Student Advisory Board hosted:

- Weekly peer mentoring sessions for prospective and current IVSP students;
- One-on-one coaching on resumes, interviews, research projects, and career planning;
- Networking breakfasts, movie night, and holiday dinners;
- Annual Student and Faculty Mentor Dinner;
- Annual Academic Capstone event, in which students displayed their capstone projects and achievements through poster presentations to over 150 guests.

Alumni Engagement with IVSP – In 2018, IVSP alumna Mackenzie Burnett (B.S., International Relations, 2015) generously established the new Individual Studies Creative Fund, designed to support IVSP students pursuing unique research and academic opportunities. In 2017-2018,

IVSP alumnus Bob Moyer (B.S., Computer Graphics, 2000), Pixar Animation Studios Supervising Technical Director, gave an evening campus-wide talk and IVSP luncheon talk; IVSP alumna Rebecca Zorn (B.S., International Relations, 2010) gave a campus talk on her work in international aid in Myanmar; and IVSP alumnus Aaron Shapiro (B.S., Global Health, 2011; currently pursuing an MD/MPH degree) gave a campus talk on careers and fellowships in health. IVSP alumni also participated in IVSP networking events throughout the year.

Individual Studies Program Enrollment Data

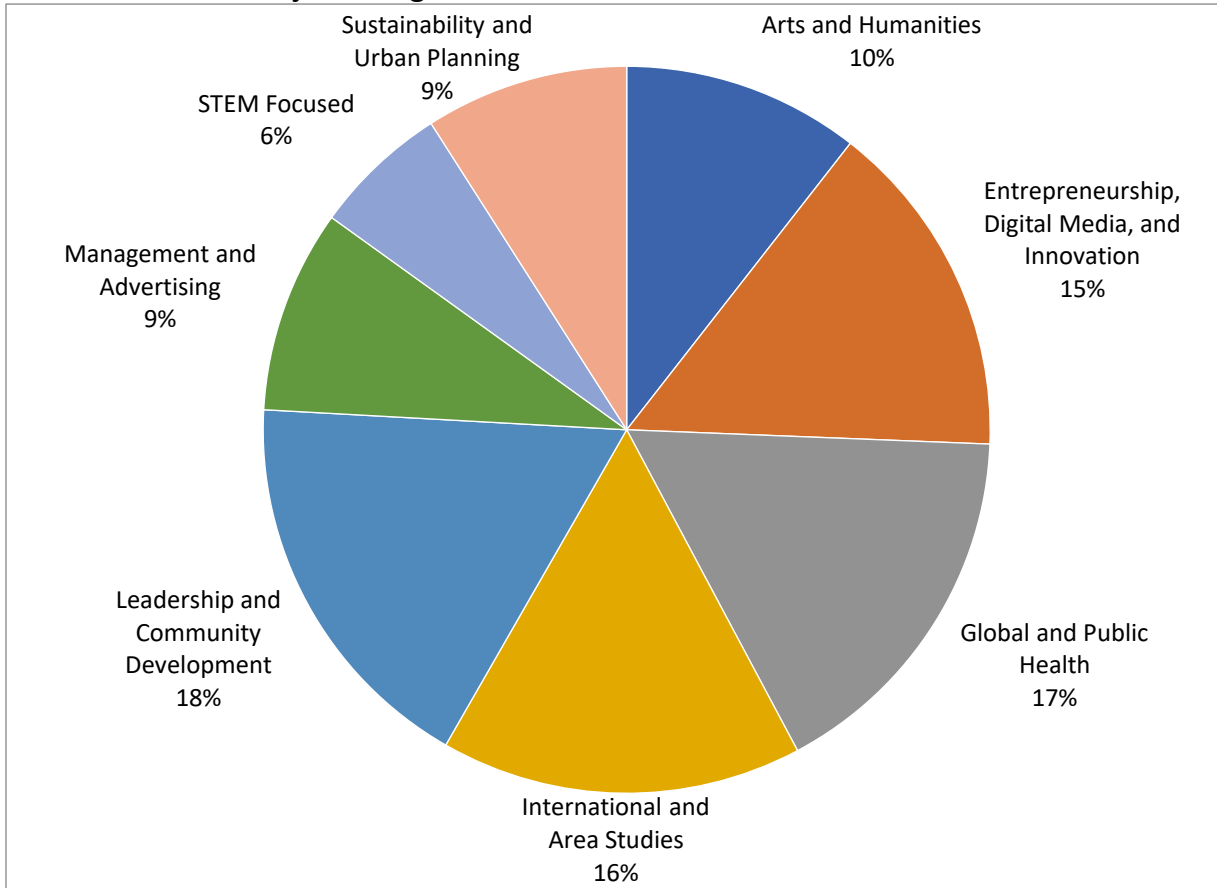
	2016-2017	2017-2018
New Admits	16	22
Degrees Awarded	18	27
Total Number of Students*	49	50
Retention Rate	100%	98%

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

Course Summary Data

	2016-2017	2016-2017	2016-2017		2017-2018	2017-2018	2017-2018
Courses Offered	IVSP317	IVSP318	IVSP420		IVSP317	IVSP318	IVSP420
# of Seats Issued	17	9	22		23	5	23

Individual Studies Majors Categorized- FY2008-FY2018



Letters and Sciences
Assistant Dean and Director: Eric Van Johnson
ltsc.umd.edu

Letters and Sciences (LTSC) is the advising home for approximately 3,200 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 expertise in advising policies and major information for over 90 majors. University-wide retention and graduation rates are strongly influenced by LTSC. LTSC continues to see an increase in two-year retention and graduation rates, with an increase in five-year graduation rates as well. In 2017-18, 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 has had continued success with the Thriving Workplace Initiative (TWI). Staff fully participated in the 2017 survey and review of the results for LTSC, Undergraduate Studies, and the entire campus. The TWI reaffirmed the positive environment within LTSC and provided support for continuing the present culture of inclusivity, collaboration, and respect. Staff also participated in a series of sessions using Design Thinking to set new office goals. A committee of full-time staff and graduate assistants was established to assist with implementation.

LTSC continued to make strides in the area of diversity and inclusion. In an ongoing effort to move beyond compliance, LTSC established several new initiatives. In partnership with the LGBT Equity Center, LTSC conducted an office audit using the “Good Practices Inventory.” Outcomes of the audit led to increased non-binary gender pronoun use and visibility, an inclusion-focused revision of the UNIV100 syllabus, forms, and manuals, and the incorporation of the Office of Civil Rights & Sexual Misconduct Bias Reporting Form on the office website. Other initiatives included the creation of the LTSC Intersections Newsletter, LTSC Diversity & Inclusion Statement, Inclusive Advising Case Studies, and the participation in various campus trainings, such as the UndocuTerp series. Special recognition also goes to Randall Phyll, who received the Director’s Medal at OMSE’s Academy of Academic Excellence Awards Ceremony; and Ruth Elizabeth Morris who was inducted into the Lavender Leadership Honor Society.

LTSC created a number of initiatives over the past year; including a Student Development Committee which focuses on training and mentoring student ambassadors and leaders. To meet the growing student need and interest, the Business Exploration Series (BES) offered a new lecture that involved a panel of representatives from UMD Athletics to discuss how students can pursue a career in athletics, as well as internships and jobs that they offer. BES also created the Business Advisory Board which will promote engagement and leadership development for future careers in business. In regards to the STEM Exploration Series (SES), LTSC partnered with the Career Center and President’s Promise to host its third annual “Where Can STEM Take You?” Fair, which was open to all UMD students interested in STEM. Approximately 25 departments attended to provide information about majors, opportunities, and careers.

LTSC continued to expand programming to support transfer and international students. A Transfer Student Panel event took place during both the fall and spring, giving new transfer students the opportunity to hear the experience of returning transfer students and engage in Q&A sessions. LTSC collaborated with Transfer and Off-Campus Student Life (TOCSL), the National Scholarships Office, and the Office of Student Financial Aid to present a “How to Find a Scholarship” workshop. In collaboration with TOCSL, LTSC again co-sponsored the Career Center’s “How to Find an Internship” workshop. This spring, LTSC held the annual Tau Sigma National Honor Society Induction Ceremony. At the ceremony, 172 new inductees from many different colleges were welcomed and a \$2,000 scholarship was awarded from the National Office. This past fall, LTSC was awarded a Pepsi Enhancement Fund grant to provide international students with cultural and social events designed to advance their acclimation to the University. LTSC also collaborated with Global Communities to foster learning among international students and students who have an interest in global cultures and issues.

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 surpassed last year’s total of 19 donors and reached a new high of 34 donors. LTSC sponsored 8 students to attend the MOSAIC Retreat, facilitated by the Multicultural Involvement & Community Advocacy and Leadership and Community Service-Learning offices. The MOSAIC Retreat is an experience for “students focused on exploring the relationship between diversity and leadership.” In total, LTSC provided almost \$47,000 to 34 students through various departmental awards: eight LTSC, three Betty Beckley, 15 Pre-Law Advising/LSAT, and eight MOSAIC Conference.

LTSC launched a redesigned website to enhance user accessibility, including structural updates to online forms and surveys as well as an increased emphasis on interactive media. LTSC also embarked on a journey to increase followership and interactivity with their Social Media pages. Various initiatives including a Prize Raffle, enhanced marketing tools, and a Giving Day Photo Contest, led to a 650% increase in LTSC Social Media followership. Special mention goes to Alexis Aduba, who played a central role in the brainstorming and execution of the aforementioned projects. Lastly, the following staffing changes and additions have taken place within LTSC: Eric Johnson, Assistant Dean of Undergraduate Studies and Director of Letters and Sciences; Ashleigh Brown, Associate Director; Greg Shaffer, Associate Director of Pre-Law Advising; Noah Jacobs, Assistant Director; Marchelle Payne-Gassaway, Coordinator of Recruitment & Orientation; and Michelle Udeli, STEM Coordinator.

Pre-Law Advising

The Pre-Law Advising Office (Pre-Law) continued to be one of the top undergraduate feeders to law school, as evidenced by high acceptance rates of UMD students. Pre-Law saw an increase in law school applications, both from seniors and alumni. The office hosted its annual Law School Fair in October. One of the top law school fairs in the nation, nearly 300 students and nearly

100 law schools and commercial vendors attended it. Pre-Law again hosted an interview program, where over 4 days and with 10 different law schools, over 100 interviews took place involving our students who applied to law school this year. For the second year, Pre-Law sponsored an LSAT preparation course in coordination with The Princeton Review, allowing 15 deserving students to receive a full-length, \$1,100 retail cost, LSAT preparation course for \$200.

Comparative Student Data

Total University and Letters and Sciences Majors Fall 2016 and Fall 2017

(Based on IRPA Profiles – Number of Registered Majors)

Fall 2016			Fall 2017		
Campus Total	LTSC	%	Campus Total	LTSC	%
28,472	3,474	12.2	29,868	3,227	10.8

New Letters and Sciences Majors Fall 2016 and Fall 2017

(Based on IRPA Profiles – Number of Registered Majors)

Students	Fall 2016			Fall 2017		
	Campus	LTSC	%	Campus	LTSC	%
First-Time Freshmen	4,553	1,171	25.7	4,143	894	21.6
New Transfer Students	2,510	797	31.8	3,478	728	20.9
Totals	7,063	1,968	27.9	7,621	1,622	21.3

“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 2016	3,349	1,149	36.7
Spring 2017	2,918	566	21.1
Fall 2017	2,872	1,118	39.0
Spring 2018	2,477	590	23.8

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

60+ Credit Students in Letters and Sciences

Semester	# of Students	Total LTSC Students*	%
Fall 2016	59	3,349	1.8
Spring 2017	73	2,918	2.5
Fall 2017	66	2,872	2.3
Spring 2018	35	2,477	1.4

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

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

	Total LTSC Students*	All Majors in IAP	%	First Time Majors	%
Fall 2016	3,349	355	10.6	262	7.8
Spring 2017	2,918	278	9.5	123	4.2
Fall 2017	2,872	277	9.6	266	9.3
Spring 2018	2,477	287	11.6	142	5.7

*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.

LTSC Students on Academic Probation

Semester	# of Students	Total LTSC Students	%
Fall 2016	117	3,349	3.5
Spring 2017	190	2,918	6.5
Fall 2017	133	2,872	4.6
Spring 2018	163	2,477	6.6

LTSC Students on Dean's List

(3.5+ Semester GPA)

Semester	# of Students	Total LTSC Students	%
Fall 2016	782	3,349	23.4
Spring 2017	630	2,918	21.6
Fall 2017	764	2,872	26.6
Spring 2018	645	2,477	26.0

Orientation Attendance by Letters and Sciences Students

Matriculation Term	Freshmen	Transfers
Fall 2016	1,197	839
Spring 2017	534	333
Fall 2017	920	774
Spring 2018	484	359

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.

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 2016-17				Academic Year 2017-18			
	Sections	Seats Offered	Seats Issued	%*	Sections	Seats Offered	Seats Issued	%*
UNIV100	25	500	417	83.4	19**	380**	292**	76.8
UNIV106	3	60	53	88.3	3	60	50	83.3
UNIV107	3	60	40	66.7	3	60	31	51.7
UNIV108	6	120	100	83.3	6	120	98	81.7
Totals	37	740	610	82.4	31	620	471	75.9

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

**Note: Five (5) additional sections of UNIV100 (104 seats offered; 86 seats issued) were offered in Fall 2017 for students in Carillon Communities, a living-learning program. Carillon Communities included both LTSC and non-LTSC students.

This data is not included in the chart.

Pre-Law Data

The following information looks at University of Maryland student data for application years 2015-16 and 2016-17. Student data for application year 2017-18 will be available in February 2019.

Overall Acceptance Rate of Maryland Students Applying to Law Schools

Percentage of applicants accepted to at least one law school

	Seniors	All Graduates
Maryland (2015-16)	93%	85%
*National (2015-16)	86%	76%
Maryland (2016-17)	94%	84%
*National (2016-17)	85%	75%

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

*National data is used for comparison.

Maryland Center for Undergraduate Research

Director: Francis DuVinage

ugresearch.umd.edu

The Maryland Center for Undergraduate Research (MCUR) saw strong participation in its signature programs for 2017-18. 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 173 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 20th annual Undergraduate Research Day again 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, continued to receive strong interest from students.

Undergraduate Research Day. In 2017-18 more posters were presented than in the past year, at Undergraduate Research Day on April 26, with 191 (compared to 175) projects represented. Over 400 individual and team-based researchers participated in the work described in these posters.

Undergraduate Researchers of the Year. For the past eight 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. For summer 2018, 32 MSS award offers were made, with 28 accepting.

MPower Maryland Summer Scholars Program - Partnership with University of Maryland, Baltimore. With strong support from both campuses, the MPower Maryland Scholars Program again funded 14 participants for summer 2018. 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 69 students applying for the 14 available placements this year.

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
scholarships.umd.edu

University of Maryland students and alumni performed strongly across a range of prestigious and highly competitive national scholarship programs, earning awards worth over six million dollars. Especially notable this year were the University's results in the Churchill, Goldwater, and Boren scholarship competitions. Maryland was one of only two institutions nationwide to have both its Churchill Scholarship nominees selected for year-long, fully-funded studies toward master's degrees in STEM fields at the University of Cambridge, a result matched only by CalTech. Our success in the Churchill competition marks the second consecutive year in which two Maryland candidates have won major awards for studies in the United Kingdom. In the Goldwater competition, which recognizes sophomores and juniors excelling in STEM disciplines, Maryland saw all four of its nominees receive awards for the third time in the past four years. Over that period Maryland has tied with Stanford for most Goldwater awards received nationwide. In the Boren Scholarship competition, which provides awards for long-term critical language Maryland led the nation for the seventh consecutive year, with eight awards.

Churchill Scholarship: The Churchill Scholarship fully funds one year of graduate study toward a one-year STEM degree at the University of Cambridge. Christopher Bambic, a Physics and Astronomy major, will pursue the M.Phil. in Astronomy. Yousuf Khan, a Biology major, will pursue an M.Phil. in Pathology. Maryland is one of only two institutions this year – CalTech is the other – to have both nominees named Churchill Scholars.

National Science Foundation Graduate Research Fellowship: Maryland undergraduates and alumni earned 25 awards, a result that ranks 12th (tie) nationally, 5th among public universities, and 1st in the Big Ten. The National Science Foundation Graduate Research Fellowship fully funds three years of study toward the Ph.D., and is worth over \$138,000.

Goldwater Scholarship: The Goldwater Scholarship program identifies outstanding future researchers in the science, math, and engineering. It is the nation's most prestigious award for STEM undergraduates and provides awards worth up to \$15,000. All four of Maryland's nominees were successful this year. Over the past four years, only Stanford has earned as many Goldwater Scholarships as Maryland.

Boren Scholarships: The Boren Scholarship is a Department of Defense Program that provides students with up to \$20,000 to support long-term intensive critical language study abroad. This year 8 of Maryland's 10 Boren applicants received awards, and Maryland ranked first in the nation for the seventh consecutive year.

NOAA Hollings Scholarship: The NOAA Hollings program provides \$19,000 in scholarship support and paid summer research opportunities for sophomores strongly focused on scientific or public policy careers related to the environment. Only four institutions received more than

Maryland’s four awards this year. In the past 4 years 21 Maryland students have won Hollings Scholarships.

Udall Scholar: The Udall Scholarship is a congressionally-chartered program that identifies future leaders in environmental policy, activism, and science. Limited to sophomore and junior nominees, the scholarship provides a financial award of \$7,000. Amelia Avis is Maryland’s 13th Udall Scholar.

Critical Language Scholarship: The Critical Language Scholarship (CLS) program provides intensive, fully-supported summer language study experiences. This year twelve Maryland students received CLS award offers (two students declined their offers, and one withdrew from the program). This result places Maryland among the top 10 institutions nationally.

Computational Science Graduate Fellowship: Jacob Bringewatt (Physics) is one of twenty-six recipients Department of Energy CSGF awards. The CSGF provides four years of support toward a Ph.D., including stipends worth \$144,000 and full tuition.

Public Policy and International Affairs (PPIA) Fellowship: The PPIA program promotes the inclusion and full participation of underrepresented groups in public service and to advance their leadership roles throughout civic institutions serving domestic and international affairs. The award also provide substantial financial benefits toward graduate study. Rising senior Aayushi Shah will attend the PPIA Junior Summer Institute at Princeton University.

Fulbright US Student Program: The Fulbright US Student Program, sponsored by the US State Department, provides long-term international exchange opportunities for study/research or English teaching projects. This year 11 Maryland applicants received Fulbright award offers (two awardees declined in favor of other opportunities).

Gilman Scholarship: The Gilman Scholarship, sponsored by the US State Department supports study abroad for students receiving Pell Grants. Thirty Maryland students have received awards for Spring 2018, Summer 2018, Fall 2018, and AY2018-19 study abroad.

NSO - Major National Scholarships Results FY2014-2018

Scholarship Name	FY 15	FY 16	FY 17	FY18	Gain/Decrease over FY2017
Beinecke Scholarship	0	0	0	0	-
Bridging-Japan	1	1	4	1	-3
Critical Language Scholarship	11	15	16	12	-4
DAAD*	3	0	2	2	-

Ford Pre-Doctoral	0	1	1	0	-1
Freeman-Asia@	N/A	1	1	0	-1
Fulbright	12	17	15	11	-4
Goldwater	4	4	3	4	+1
Gilman#	31	35	23	30	+7
Gates Cambridge	0	0	1	0	-1
Marshall	0	0	1	0	-1
NDSEG** Fellowship	7	5	4	#	#
NOAA*** Hollings	9	4	4	4	-
NSF GRFP****	33	34	26	33	+7
NSEP***** Boren Scholarship	9	7	12	8	-4
NSEP***** Boren Fellowship	2	3	3	1	-2
Pickering/Rangel	3	3	2	0	-2
PPIA*****	2	2	4	1	-3
Rhodes	1	0	0	0	-
SMART*****	N/A	N/A	N/A	N/A	N/A
Soros Fellowship	1	0	0	0	-
Truman	0	0	0	0	-
Udall	0	0	0	1	+1
Winston Churchill	0	0	0	2	+2
TOTALS	129	132	122	110	TBD

2018 results have not yet been officially published for the NDSEG 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

Significant National Scholarship Office Achievements (notable awards with complete results as of 11/8/2018):

- **2 Churchill Scholarships – Christopher Bambic and Yousuf Khan /** Maryland won its third and fourth Churchill Scholarships overall this year. Maryland is one of only two institutions this year – CalTech is the other – to have both nominees named Churchill Scholars. The Churchill Scholarship fully funds one year of graduate study toward a STEM degree at the University of Cambridge. Christopher, a Physics and Astronomy major, will pursue the M.Phil. in Astronomy. Yousuf, a Biology major, will pursue an M.Phil. in Pathology.
- **33 National Science Foundation Graduate Research Fellowships for 2018 /** National Science Foundation Graduate Research Fellowships (NSF GRFP – an award for graduate study in STEM, social and behavioral sciences): The full value of each NSF Graduate Research Fellowship over three years is over \$138,000. Maryland undergraduates and alumni earned 25 awards, a result that ranks 12th (tie) nationally, 5th among public universities, and 1st in the Big Ten.
- **4 Goldwater Scholarships /** The Goldwater Scholarship program identifies outstanding future researchers in the science, math, and engineering. It is the nation’s most prestigious award for STEM underclassmen and provides awards worth up to \$15,000. Over the past four years, only Stanford has earned as many Goldwater Scholarships as Maryland.
- **8 Boren Scholarships /** The Boren Scholarship is a Department of Defense Program that provides students with up to \$20,000 to support long-term intensive critical language study abroad. This year 8 of Maryland’s 10 Boren applicants received awards. This is the seventh consecutive year that Maryland has ranked 1st in the nation in Boren Scholarships.
- **4 NOAA Hollings Scholarships /** The NOAA Hollings program provides \$19,000 in scholarship support and paid summer research opportunities for sophomores strongly focused on scientific or public policy careers related to the environment. In the past 4 years 20 Maryland students have won Hollings Scholarships.
- **1 Udall Scholar /** The Udall Scholarship program identifies future leaders in environmental policy, activism, and science. Limited to sophomore and junior nominees, the scholarship provides a financial award of \$7,000. Amelia Avis is Maryland’s 13th Udall Scholar.
- **12 Critical Language Scholarships /** The Critical Language Scholarship (CLS) program provides intensive, fully-supported summer language study experiences. This year 11 Maryland students received CLS award offers, and 6 were named alternates. Complete results will be posted in late-April, and Maryland’s performance should once again rank in the top 10 nationally.

- **1 Computational Science Graduate Fellowship (CSFG) /** Jacob Bringewatt (Physics) is one of twenty-six recipients Department of Energy CSGF awards. The CSGF provides four years of support toward a Ph.D., including stipends worth \$144,000 and full tuition.
- **1 Public Policy and International Affairs (PPIA) Fellowship – Aayushi Shah /** The PPIA program promotes the inclusion and full participation of underrepresented groups in public service and to advance their leadership roles throughout civic institutions serving domestic and international affairs. The PPIA Fellowship enrolls awardees in fully-paid intensive seven-week summer Junior Institutes that focuses on preparing students for graduate programs in public and international affairs and careers as policy professionals, public administrators and other leadership roles in public service. The award also provide substantial financial benefits toward graduate study.

Total Dollar Value of 2017-18 Awards

As of November 8, 2018, the value of national scholarships won by University of Maryland, College Park applicants during the 2017-18 year is approximately \$6,059,285.

Naval Reserve Officer Training Corps

Director: Captain Troy E. Mong

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 second academic year, beginning in August 2017, 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.

During the second year on campus, the Department of Naval Science submitted a proposal for the Naval Science Minor. In addition to our entire nine-course curriculum, students will have the option to take 6 additional credits in both national security/military history and cultural/regional studies. This will allow students the opportunity to develop their own inherent leadership skills.

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 37 students on scholarship with \$970,034 being provided to the university from the Navy for their education.

Our department conducted its annual Defense Equal Opportunity Management Institute command climate survey. This is a DoD wide survey that attempts to assess the command's performance as it relates to creating an inclusive environment and reinforcing the Navy's Core Values. For FY18 our department was rated above average in all program areas when compared to both the Department of Defense and ROTC Units nationwide. Even with an above average rating we continue working to improve our training and evaluation methods in all areas.

28 Midshipmen attended our orientation training event held at Ft. Meade, Maryland in August 2017. Our orientation event was planned by our upperclassmen and supervised by our department faculty. Training events spanned 4 days and were scheduled from sunrise to sunset. Our new Midshipmen received introductory field training in First Aid, Marksmanship, Water Survival, and Close Order Military Drill. Classroom sessions were utilized to deliver and discuss Department of Defense, Department of the Navy, Naval ROTC, and University of Maryland policies and regulations.

As our program continues to grow and develop our students are pressing forward in their pursuit of Academic Excellence. All of our students that applied for the Naval Nuclear Power program were selected. This is an academically rigorous selection process that consists of several in-person interviews where the student is tested on a wide range of topics including advanced mathematics and physics, culminating in an interview with the Director of the Naval Nuclear Program (4 Star Admiral). Additionally, several of our students were selected for

internships at the Johns Hopkins Advanced Physics Laboratory, the Naval Research Enterprise Institute, and Project Global Officers (GO).

The Conning Officer Virtual Environment (COVE) and Maritime Skills Simulator (MSS) continue to be used by our students to develop their professional mariner skills. The COVE is a virtual reality system that simulates ship driving on 32 different ship types in nearly every maritime location on the globe in every conceivable scenario. The system utilizes a combination of hands on and voice recognition controls that allow the student to learn complex maneuvers and tactics without the risks associated with real world operations. Building on our success of last year, with our National Ship Handling Competition (2nd Place), we have a student that has been selected to participate in the final round of completion at the Surface Warfare Officer's School in Newport, RI later this summer.

Naval Leadership Lab continues to be a great forum for instruction in dynamic leadership and decision making. This year we hosted several labs that allowed our students to get out of the classroom and into the community where they learned firefighting and rescue techniques at the College Park Fire Department, and Land Navigation in our National Parks and on campus. The lab period also offered us the opportunity to host guest speakers from all over the country in various disciplines.

Our students attended Leadership Conferences at Cornell University, Yale University, and at George Washington University where they participated in developmental workshops related to Maritime Law, Ethics and Ethical Decision Making, Mission Oriented Leadership, and Leading Diverse Organizations. Keynote speakers included Henry Kissinger (former Secretary of State), Ashton Carter (former Secretary of Defense), and Eric Schmidt (former CEO of Google). In addition to the leadership conferences our students also competed in several Military Excellence Competitions throughout the country, winning trophies for close order drill, marksmanship, swimming, and various other athletic events.

As with all the events in our department, the students planned with the supervision of our faculty, 2 formal banquets. One for the fall in celebration of the Navy and Marine Corps Birthdays and one in the spring celebrating our rich tradition of naval heritage. Both events were black tie with military officers in dinner dress and medals.

The team spent countless hours this year training leaders in the areas of 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 second year established the Naval ROTC on campus and marked the thirty-first year that midshipmen have been commissioned through the NROTC program upon completion of their baccalaureate degree at the University of Maryland.

Comparative Student Data

Students	FY2017	FY2018
Current Program Participants	28	54
New Program Admissions	30	28
Program Participation at the End of Fall Semester	58	67
Total Naval Officers Commissioned	4	10

Course Summary Data

Naval ROTC NAVY Course/Seats Data			
Term	No. of Courses	Seats Offered	Seats Issued
Fall 2016	5	230	110
Spring 2017	6	195	113
Fall 2017	5	230	109
Spring 2018	6	195	125

External Resource Acquisition

FY2017

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).

FY2018

During this academic year, NROTC students acquired \$970,034 in tuition payments, \$27,750 in book stipends, and \$98,000 in other stipends from the U.S. Department of the Navy (total \$1,095,784).

Office of Multi-Ethnic Student Education

Director: Christopher A. Lester

omse.umd.edu

css.umd.edu

Major Changes:

During FY2018, The Office of Multi-Ethnic Student Education realigned from the Office of Diversity & Inclusion to the Office of Undergraduate Studies (UGST). OMSE serves undergraduate multi-ethnic students to increase rates of matriculation, retention, graduation, and overall GPA. The majority of students are American Indian, Asian, African American, Latinx, and multi-racial.

Major Accomplishments:

Giving Day: OMSE had an impressive first year as a part of UGST Giving Day on March 7, 2018. As a result of our strategic social media efforts and collaborative coordination with students, parents, and alumni, we garnered a total of 29 alumni gifts and ranked 1st place in the following categories:

CSS:

- Leonard Match for young alumni (graduates from 2007-2017)
- Clarvit Student Challenge

OMSE:

- Leonard Match for young alumni (graduates from 2007-2017)
- OMSE/CSS won the Parents Hour with 105 gifts out of 122 total gifts
- #RandomHashtag Challenge

Walk-In Visits: Throughout the year, OMSE responding to 7,500 walk-in visits at both our Hornbake location as well as our Marie Mount location.

College Success Scholars: Programmatically, OMSE comprehensively supported 129 College Success Scholars in conjunction with the CSS Parents' Advisory Group. CSS provided 55 tutoring sessions for Scholars, including the most in-demand undergraduate subjects of mathematics, computer science, and English.

Scholars were provided academic support and resources through 2690 visits to the CSS Multipurpose room in 1318 Marie Mount Hall.

Out of the 129 active scholars:

- 125 scholars (96.9%) have a 2.0 GPA or higher
- 113 scholars (87.6%) have a 2.5 GPA or higher
- 72 scholars (55.8%) have a 3.0 GPA or higher

- 27 Scholars (20.9%) have a 3.5 GPA or higher
- 26 Scholars graduated in spring 2018
- 70% of our Scholars participated in internships and research opportunities.
- The first year retention average for Scholars continued to surpass 90%.

La Familia: The La Familia program coordinated mentoring among 47 Latinx students throughout the academic year.

Tutorial Program: Our 10-student tutorial staff offered 60 sections in STEM and the Humanities, with a focus on DFW courses. By completely automating the tutorial intake process, a record number of students participated in review sessions, including 600+ students in the fall semester. Over 800 tutorial sessions occurred, including 300 first-time student visitors.

Major Events:

Our premiere event, the Academy of Academic Excellence Awards program hosted over 500 guests, including 312 student attendees and 145 ticketed guests.

The Graduating Seniors Reception invited Testudo to host 210 graduating multi-ethnic seniors. Ms. Natalie Graves Tucker, Actor, CEO of NGT Consulting, Blackstage DC, and '94 alumna served as our GSR keynote speaker.

The Unity Welcome entertained 275 attendees, 34 student organizations and campus offices, and 3 student performers.

Additionally, 56 students were inducted into the OMSE Academic Excellence Society in fall 2017. Of the annual participants, 31 student scholars were pinned at the Provost's Breakfast during the spring of 2018.

Major Highlights:

UPPP: OMSE launched our University Partners Program during the fall 2017 semester with the following offices:

- University Libraries
- Office of Education Abroad
- National Scholarship Office
- The Career Center and President Promise

Students enrolled in all of the first year retention programs were provided the opportunity to engage in workshops, as well as meet with our University Partners during weekly Office Hours in OMSE. The University Partners Program curriculum supported 100% retention goals as well as furthered our focus on advancing the holistic students in all personal, academic and professional endeavors.

ICDT: The I Can Do That Project is a community-based college preparatory program that provides low-income, male students from diverse backgrounds at Northwestern High School in Adelphi, Maryland with the academic, leadership and personal skills needed to graduate from high school and prepare for higher education. There were 5 participants who enrolled in the program during the fall 2014 who graduated from high school this spring. The participants are planning to attend college in the fall.

Orientation Office
Director: Gerry Strumpf
orientation.umd.edu

A number of new components were implemented for Orientation & New Student Programs over the past year with a number of new initiatives in advance of our summer 2018 programs. In the annual end-of-summer review of our programs and registration numbers, both internally and with our campus partners, a number of improved programmatic and schedule features were developed. Below are highlights of 2017:

- This past summer an academic college breakout session for parents/family members attending a first-year orientation program was created. On the afternoon of day 1, family members had a 30-minute information session with an advisor from their student's academic college. During this time, family members asked specific academic questions related to their students major in a smaller, more specific setting than the morning's Academic session.
- Changes were made to the delivery medium of our "Terp Life" presentation for first-year students. Taking into consideration feedback from our summer 2016 assessment, it was recognized that a large lecture-style delivery was not ideal for sharing information with new students. This summer, new students heard the same content in a presentation from their Orientation Advisor in a smaller group setting. This more intimate session allowed for more informal Q&A, and offered the Orientation Advisor staff the opportunity to creatively share what they'd learned in the HESI3180 training course with incoming students.
- We piloted Early Arrival programs for special populations (students of color, first generation college students, LGBTQ+ students, and international students) before four of our first-year Orientation programs. These sessions were Orientation Advisor led, and attempted to connect students who identify with these various identities prior to the start of their Orientation program. Participation was low for these programs and they will not be continued in 2018.
- Each week, Orientation Advisors sent an email to students attending Orientation the following week with a list of reminders synthesized from the website. Not only did this condense information into one place, but it also allowed the student attending an upcoming Orientation program to connect with their OA and ask any last minute, pre-arrival questions. This was very successful, and will be continued in 2018.
- The "My Maryland Resource Fair" was restructured to focus on providing incoming first-year students with information about resources available to them on campus, rather than student organizations that were erratic in their participation. The fair provided students the opportunity to talk with representatives from departments not previously represented at the fair, such as Resident Life, The Counseling Center, and the Department of Transportation Services. The fair was moved to day 2 of our first year programs, instead of day 1, which was successful and will be continued in 2018.

- In an attempt to continue developing cross-campus collaborations, the Orientation Office worked with the Alumni Association to host happy hours for the family members of Orientation students on day 1 evenings of our two-day programs. These happy hour events gave family members the opportunity to reflect on the information they learned during our formal programming and connect with other family members, as well as university staff from the Alumni Association and the Office of Parent and Family Affairs.
- The Orientation office began developing a stronger relationship with its Alumni base. In early March 2017, we participated in our first Giving Day at the university and were able to raise money that will be used to support our student staff. Similar outreach will continue for Giving Day in 2018. The Orientation Office raised a total of \$1,025.11 during Giving Day 2017.

The following changes will be implemented in 2018:

- For the summer of 2018 and winter of 2018-2019, a team of 4 faculty members will be trained and they will deliver all sessions of Professor's Perspective. The variance between what each faculty member shared (over the last few years) was large, and some messages began to stray from the initial intent of the session. The 4 selected faculty members will participate in a spring training workshop to learn expectations of the session and ultimately develop an approved presentation. Each faculty member will receive a \$500 honorarium for their time.
- For the 2018 spring semester, changes were made to the Orientation Advisor Returner Development sessions to increase their impact on returning staff members. We added a mandatory book that was well received called "The Four Agreements". This was a practical guide to develop a well-meaning life.
- We strengthened our partnership with the Freshmen Connection program this year by offering MBTI facilitations for interested FC instructors, inviting members of the Freshmen Connection staff to attend our College Coordinator meetings, and requesting their feedback on our learning outcomes and Canvas page.
- We piloted our learning outcomes assessment process in the Fall of 2017. We assessed two of our seven outcomes, looking specifically at students' ability to complete a cohesive 4-year or 4-semester plan as well as their ability to articulate and apply bystander intervention strategies. Below are the rubrics we used to assess these outcomes, as well as the total number of responses and average scores from the pilot assessment:
 - **At the completion of UNIV100, students will be able to complete a 4-year (or 4-semester) plan aligned with their academic program or major.**

<p><i>2.0 pts</i> <i>Exceeds Expectations:</i></p> <ul style="list-style-type: none"> · <i>Student completes a 4-year/4-semester plan that is aligned with their major or program</i> · <i>This 4-year/4-semester plan indicates a high level of thought and research into potential majors or programs</i> 	<p><i>1.0 pts</i> <i>Meets Expectations:</i></p> <ul style="list-style-type: none"> · <i>Student completes a 4-year/4-semester plan</i> · <i>This 4-year/4-semester plan does not indicate a great deal of thought or research</i> 	<p><i>0.0 pts</i> <i>Does Not Meet Expectations:</i></p> <ul style="list-style-type: none"> · <i>Student does not turn in a 4-year/4-semester plan</i> · <i>Student's plan is incomplete</i>
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Total responses: 14 sections (230 students)

Average score: 1.8

- **At the completion of UNIV100, students will be able to articulate and apply bystander intervention strategies.**

<p><i>3.0 pts</i> <i>Exceeds Expectations:</i></p> <ul style="list-style-type: none"> · <i>Student is able to name and clearly define specific bystander intervention strategies (e.g., the 3 Ds)</i> · <i>Student applies these strategies specifically and logically in response to a given scenario or example</i> 	<p><i>2.0 pts</i> <i>Meets Expectations:</i></p> <ul style="list-style-type: none"> · <i>Student is able to name and define bystander intervention strategies but may be unable to give clear or exact definitions</i> · <i>Student applies these strategies effectively to a given scenario but lacks specificity or detail in response</i> 	<p><i>1.0 pts</i> <i>Below Expectations:</i></p> <ul style="list-style-type: none"> · <i>Student is vague on appropriate intervention strategies</i> · <i>Student makes some mistakes in applying strategies to a given scenario</i> 	<p><i>0.0 pts</i> <i>Does Not Meet Expectations:</i></p> <ul style="list-style-type: none"> · <i>Student cannot name or define specific bystander intervention strategies</i> · <i>Student is unable to apply these strategies to a given scenario</i>
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Total responses: 15 sections (226 students)

Average score: 2.3

- We have made significant progress in the development of our Canvas resource page for UNIV100 instructors. With the help of Deb Mateik and Deb Emerich in the Office of Learning Technology and Design, we have developed a resource page that provides instructors with information about our learning outcomes, the main topics of the course, as well as space to share successful lesson plans and ideas. We are in the process of meeting with each academic college individually this spring to hear feedback on the page's design and usefulness and plan to host a workshop over the summer to help generate useful lesson plans and ideas. The Canvas resource page will be implemented fully in the Fall of 2018.

Orientation Program Attendance

Orientation Attendance Summer 2016 and Summer 2017

	Summer 2016	Summer 2017
Freshmen	4,416	4,006
Transfers	1,973	1,944
Parents	4,964	4,401

Orientation Attendance Winter 2017 and Winter 2018

	Winter 2017	Winter 2018
Freshmen	150	101
Transfers	802	878
Parents	311	272

Course Summary Data

UNIV100 and 101 Courses

	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Number of Sections Offered	74	5	70	2
Number of Students Enrolled	1,092	29	1033	18

Phi Beta Kappa
Dean's Office
ugst.umd.edu/pbk.html

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 54th induction ceremony and reception at the Ulrich Recital Hall. This year's ceremony featured Associate Provost and Dean for Undergraduate Studies, William A. Cohen. The quality and breadth of the students' academic accomplishments were celebrated with families and friends.

2017-18 Gamma Chapter officers were: Christina Walter, President; Judith Hallett, Historian, Carol Keefer, Immediate Past President; and Denis Sullivan, Executive Secretary.

Pre-College Programs
Executive Director: Georgette Hardy DeJesus
precollege.umd.edu

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

A major highlight for Pre-College Programs was the introduction of the Quest Forward Learning platform. Implemented as a pilot for the fall and spring semesters and then fully for summer of 2018, this project-based learning initiative enables students in obtaining key prerequisite academic skills necessary for success in identified subject areas. The Quest Forward app is the first learning tool of its kind to give learners agency over their experiences. Rarely will a quest have a "right answer". Instead, quests are designed to encourage learners to question ideas and arrive at their own conclusions. This approach is squarely in synch with the direction colleges and universities are taking as they design technology-rich learning environments and allow for personal journeys that emphasize skills development and understanding over rote memorization. Finally, learning is made richer, more engaging and relevant. All-important critical thinking skills and problem solving strategies are gained through hands-on, inquiry-based explorations.

Another highlight was that we served 110 students during our summer 2017 six-week summer residential program. Again, we continued the concept of living learning communities as an educational experience designed to take student learning beyond the classroom walls. Pre-College Programs offered five LLCs which covered the following areas: Exploring the U.S. Economic Environment, Science in a Global Context, Corporate & Social Responsibility, An Introduction to Artificial Intelligence & Robotics and Confidential CI or Citizenship and Immigration in the USA. The summer program, culminated with an LLC and summer research symposium where students were able to present and explain their summer projects and showcase their very impressive talents in the arts.

Additionally, our 2018 graduation ceremony featured our 51 seniors who graduated from the program this year. Our alumni speaker, Ms. D'Angela Boone, is a 2006 alumna of our program as well as a 2010 alumna of the Incentive Awards Program (IAP) here at the University of Maryland. She delivered a motivating and relatable speech that was well received by the audience especially the students and other PCP alumni. Also, once again, PCP invited alumni to remain involved in FY18 by participating in the annual alumni pinning ceremony at graduation as well. This activity is well received by alumni who express an interest to stay involved with our programs. The approximately 25 alumni who participated were asked to donate a

minimum amount of \$10 each and they were happy to do so. Following graduation, students were awarded for their hard work with a weekend cultural trip to NYC.

Upward Bound

During FY 2018, Pre-College Programs’ two grant-funded programs were funded to serve 170 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 is 85% (2016-2017).
- Percentage of UB students meeting Secondary School Retention and Graduation objective is 97% (2016-2017).
- Percentage of UB students meeting Secondary School Graduation with a rigorous program of study maintained is 89% (2016-2017).
- Percentage of UB students who enroll in a program of postsecondary education by the fall term immediately following high school graduation is 96%.

LIFT

LIFT, PCP’s entrepreneurial program is designed to provide academic enrichment services to non-target school students. During the summer of 2017, LIFT hosted two 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, serviced 93 students during the summer and throughout the academic year and provided instruction in addition to the pre-test and post-test. SAT courses were scheduled to coincide with preparation for several national SAT testing dates.

External Revenue Acquisition

Source	FY2018 in \$
Two Upward Bound Grants from the Department of Education	\$809,909
Donated Funds	\$1,570
Total	\$811,479

Pre-Transfer Advising Program
Dean's Office
pretransferadvising.umd.edu

The Pre-Transfer Advising Program (PTA) provides advising to prospective transfer students, assesses students' readiness to transfer to the University of Maryland, and estimates time to degree completion. Advisors work with students from community colleges and four year schools, and consult with staff at Maryland community colleges. PTA also leads the campus-wide Transfer Experience Network (TEN), collaborating with staff members across the campus who work with and advocate for transfer students. TEN serves as a place for colleagues to share information about transfer-related programs and services and identify trends, challenges, and key issues related to the transfer student experience in order to improve and enhance transfer services at UMD.

FY18 saw the expansion of the Pre-Transfer Advising Program to include four advisors housed at Anne Arundel Community College (AACC), College of Southern Maryland (CSM), Montgomery College (MC), and Prince George's Community College (PGCC). The four new advisors established themselves at their respective campuses and were able to make immediate impacts including helping students prepare to transfer and working with community college staff to strengthen academic pathways and curricula to align more directly with UMD degrees.

During the year, the advisors at the community colleges met with more than 3,000 students in one-on-one appointments, 3,600 students during workshops, and sent over 20,000 advising-related emails. This is in addition to the more than 1,900 students advised during the year by the assistant directors, Megan Forbes 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.

The Pre-Transfer Advising Program is recognized nationally as leader in outreach to prospective students and inter-institution collaboration. Staff presented at two national conferences and from that were asked to present at several local conferences and were consultants for a number of four-year institutions interested in developing similar programs on their own campuses.

Student Success Office
Dean's Office
studentsuccess.umd.edu

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 2017 semester, 710 students were placed on probation and 190 were academically dismissed. In spring 2018, there were 418 students on probation and 282 dismissed.

During 2017-18, SSO staff processed approximately 1,460 reenrollment applications, which is an increase from previous years. Two faculty members review each application, determining if the student may return to the university. Normally, students who are reinstated must complete coursework elsewhere or sit out a semester before reenrollment.

The Terrapin Success Plan (TSP) is a retention program for students on academic probation that 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. During fall 2017 190 students were invited to participate from the College of Computer, Mathematical, and Natural Sciences (CMNS), School of Public Health, the College of Information Studies, and Academic Achievement Programs. Of the students who enrolled, 80 completed the quiz, and 68 submitted the assessments. In spring 2018, 229 students were invited to participate and of the students who enrolled, 45 completed the quiz, and 43 submitted the assessments.

SSO staff facilitated three workshops for academic advisors with a total participation of approximately 60. The topics covered were Supporting Undocumented Students, Online Teaching and Building Your Career.

The advisor reading group continued during 2017-18 with three meetings in the fall on supporting undocumented students. In the spring the group met once to discuss possible topics

for future meetings and a couple of meetings discussing professional development opportunities for those in the advising professions. 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 2017, the conference featured the university's Dr. Sharon Fries-Britt, as keynote to discuss finding a place within the University. SSO has enhanced the advising conference website and created a detailed timeline for each subcommittee to follow throughout the year.