

# Office of Undergraduate Studies

Annual Report  
FY2015



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# **Office of Undergraduate Studies**

## **Vision**

Undergraduate Studies engages all students in a premier program of undergraduate education that is known to be among the best in the top public research universities in the nation.

## **Mission**

Undergraduate Studies develops and directs programs that are essential to undergraduate education, providing students with the academic experience, rigor, and challenge that prepares them to achieve their educational, personal, and professional goals.

# Office of Undergraduate Studies

## Annual Report

### FY2015

#### Table of Contents

Office of Undergraduate Studies Administrative Council.....	<i>i</i>
Office of the Dean.....	1
Office of Undergraduate Studies 2009-2014 Strategic Plan Retrospective...1	
Development and Alumni Relations .....	1
Diversity Initiatives .....	3
First Year Book .....	3
General Education .....	5
Living-Learning and Other Special Programs Initiative.....	7
Phi Beta Kappa.....	8
Pre-Transfer Advising Program .....	8
Student Success Office.....	9
Undergraduate Studies Faculty Fellows.....	10
Academic Achievement Programs.....	11
Air Force Reserve Officer Training Corps .....	16
Army Reserve Officer Training Corps .....	19
Asian American Studies Program.....	22
Beyond the Classroom .....	26
Carillon Communities.....	29
College Park Scholars .....	31
Federal Semester .....	34
Global Semester in Washington, D.C.....	36
Hillman Entrepreneurs Program .....	38
Honors College .....	41
Individual Studies Program.....	44
Letters and Sciences.....	47
Maryland Center for Undergraduate Research .....	52
National Scholarships Office .....	54
Orientation Office .....	57
Pre-College Programs .....	59

**OFFICE OF UNDERGRADUATE STUDIES  
FY2015**

**Administrative Council**

Office of the Dean

Donna B. Hamilton, Associate Provost and Dean for Undergraduate Studies  
Douglas Roberts, Associate Dean for General Education  
Cynthia Kay Stevens, Associate Dean  
Lisa Kiely, Assistant Dean  
Ann C. Smith, Assistant Dean and Undergraduate Student Ombudsperson  
Kathryn Robinson, Assistant Dean for Finance and Personnel  
Linda Platt, Director of Development and Alumni Relations  
Ashley Adkins, Director of Administration and External Relations  
Mark Kuhn, Director of Communications and Web Development

Program Directors

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

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

For FY2015, the Office of Undergraduate Studies welcomed new staff and bid others fond farewell. Marilee Lindemann, Associate Professor of English, was appointed Executive Director of College Park Scholars. Cynthia Stevens, Associate Professor of Business, was appointed Associate Dean. Colonel David Morrissey joined Undergraduate Studies as commander of Air Force ROTC. LTC Curtis Burrell stepped down after a term of three years as commander of Army ROTC. Donna B. Hamilton, Associate Provost and Dean for Undergraduate Studies for the past twelve years, completed her term on June 30, and returned to the Department of English.

**Office of Undergraduate Studies 2009-2014 Strategic Plan Retrospective**

In spring 2015, the President of the University launched a new strategic planning process, in the context of which the Provost called for updates to all strategic plans from 2009 forward. The Office of Undergraduate Studies collected updates across all Undergraduate Studies programs and offices to record what had been accomplished on the strategic plans of all units, and compiled them as the *Office of Undergraduate Studies 2009-2014 Strategic Plan Retrospective*. The document was sent to the Provost's office to assist in the next steps of the planning process and is available in the Office of the Associate Provost and Dean for Undergraduate Studies.

**Development and Alumni Relations**

This past year the work in the Office of Undergraduate Studies in the area of Development and Alumni Relations resulted in an increase in the number of planned and major gifts. Annual gifts increased by 132% (622 in FY2014 to 1,443 in FY2015) as a result of several factors. University Relations instituted a number of giving campaigns that enabled specific and targeted outreach. College Park Scholars and the Honors College both benefited from significant increases in giving on the University's Day of Scholarship giving. The University also started UMD Launch, an initiative that provided student-led organizations and groups the ability to crowdsource specific projects. Gemstone teams participated in eight launch campaigns, and each team either met or exceeded their fundraising goal. Combined, the eight campaigns raised more than \$42,000.

Highlighted below are some of this year's gifts that will provide significant support for students:

- Daniel Rockind, 1998 Journalism and Honors College alumnus, named the Honors College the beneficiary of three retirement funds.
- Laura Slavin, longtime Undergraduate Studies employee and 1979 and 1982 alumna, passed away in December. Her husband David made a generous gift to establish the Laura Slavin Endowment for Phi Beta Kappa to ensure that the Phi Beta Kappa awards ceremony maintains a quality deserving of the University's academically highest achieving students.

- James (former director of the Gemstone program) and Barbara Wallace named the Gemstone program the beneficiary of a portion of their estate, adding to the James Wallace Scholarship Fund.
- David and Susan Hillman continued their generous support of the Hillman Entrepreneurs Program to support, develop, and graduate ethical leaders who want to energize and give back to their local communities.
- Camille and Greg Baroni made a gift to the Honors College to provide additional and targeted merit-based scholarships to help recruit top students to the program.
- Randy and Susan Woodfield Hoffman (1974 and 1984 alumni, respectively) established the Randall G. and Susan Woodfield Hoffman Endowed Scholarship Fund to benefit a student in College Park Scholars.
- Steven R. Leonard, 1978 Bachelor of General Studies, gave an additional gift to the Steven R. Leonard and Family Undergraduate Studies Scholarship Fund to benefit students in the Individual Studies program.
- Roger and Karen Winston (1976 and 1975 alumni, respectively) continued their support recognizing and awarding outstanding writers in the Honors College.

This June marked the end of TerpStart, a campaign designed to motivate new scholarships supporting students with significant financial need. Below is a list of the TerpStart scholarships established this year in Undergraduate Studies:

- Nguyen Family TerpStart Scholarship benefits any student participating in the Asian American Studies program or active in an Asian American student group. The scholarship was set up by the Nguyen family in honor of Thong Huu, 1997 alumnus, who was one of the original student activists working to establish an Asian American Studies program.
- Dr. Marilou Tablang-Jimenez, 1980 alum, and Danilo Jimenez established a TerpStart scholarship to benefit any student participating in the Asian American Studies program or participating in an Asian American student group.
- Daniel Witmond, age 13, asked his family and friends to contribute to any of three charities of his choice in lieu of gifts in honor of his bar mitzvah. Funds contributed, in addition to the Witmond's family personal contribution, established the Witmond Family TerpStart scholarship to benefit a student in the Academic Achievement Program. Daniel's father, Eric, is a 1987 General Studies alumnus.
- Brothers Oscar and Julio Morinigo attended the University in the late 1970s. Julio's three children, Oscar's son, and their sister's son also attended the University of Maryland. To pay tribute to the family's love of the University, the Morinigo Family established a TerpStart scholarship to benefit a student in the Honors College.
- Sorabh Maheshwari, 2001 Business and Economics alumnus and recipient of a Banneker Key scholarship, established a TerpStart scholarship for a student in the School of Behavioral and Social Sciences and in the Honors College.

Two programs in Undergraduate Studies celebrated major milestones this year. College Park Scholars celebrated its 20<sup>th</sup> anniversary. The anniversary was commemorated in two ways. First, the College Park Scholars Legacy Fund was established to provide financial support to a Scholars student with financial need. On November 1, more than 400 alumni, current and former faculty, staff, and current students attended an event at the Riggs Alumni Center, providing an

opportunity for reconnecting with old friends, networking, and even some dancing. A highlight of the evening was the announcement of the Martha and Ira Berlin College Park Scholars Legacy Fund to support a College Park Scholars student who has demonstrated academic excellence and an interest in expanding their Scholars experience by participating in research, community service, internship, or study abroad.

The Asian American Studies program used its 15<sup>th</sup> anniversary to bring together alumni, former and current faculty, and students to celebrate the success of a program that came about as a result of student-led efforts. Some of the alumni who were among the students who originally worked and fought for the program's establishment were in attendance to present scholarships and awards to current students and to celebrate the program's continuance.

The Honors College Alumni Network has grown into a very committed group over the past year. They now have an executive board with three subcommittees: alumni recruitment, student engagement, and alumni events. Key events held this year included monthly phone calls, a happy hour, and welcome events. They also helped organize two Terp Talks, hosted by Honors College alumni that bring current issues or Honors seminar topics to alumni for further discussion.

Continuing to thrive, the College Park Scholars Alumni Club elected a new Executive Board this year. They hosted a basketball game watch and helped with the 20<sup>th</sup> anniversary planning.

### **Diversity Initiatives**

In FY2014 and FY2015, under the leadership of Kumea Shorter-Gooden, Chief Diversity Officer of the University of Maryland, the Provost supported the addition of Diversity Officers within the administration of every Dean. The Dean for Undergraduate Studies appointed Jerry Lewis, Director of Academic Achievement Programs, to serve in this role for three years, July 2013-June 2016. The Dean designated the Dean's Steering Committee, comprised primarily of program directors, as the group through which the Diversity Officer would work to plan initiatives.

A new initiative for FY2015 was an all-Undergraduate Studies workshop on diversity. Held in the Colony Ballroom, the workshop was attended by over 200 staff and faculty. Titled "Unleashing Innovation Through Diversity & Inclusion: A Fearless Idea," the workshop was led by Jerry Lewis, who organized a cross-program planning team, and a cross-campus group of facilitators. The underpinning of the workshop included "Project Implicit" research, based at Harvard University (<https://implicit.harvard.edu/implicit/>). All attendees were asked to take some of the Implicit tests prior to attending. The workshop included two rounds of table discussions, a panel of diversity experts from the campus, and a keynote speaker. The workshop was an extraordinary success, widely and deeply enjoyed.

### **First Year Book**

Each year, a diverse group of faculty members come together to select the First Year Book. Lisa Kiely, Assistant Dean, directs the program. The 2014–2015 First Year Book was chosen with representation from a variety of disciplines: biology, computer science, government and politics, English, African American studies, and women's studies. Approximately 80 nominations were submitted and reviewed, and the committee read seven books before selecting the final text.

*Instant: The Story of Polaroid*, by Christopher Bonanos, was selected unanimously by the committee because it reflected the University's values of innovation, entrepreneurship, creativity, and teamwork.

*Instant* tells the story of one of the 20<sup>th</sup> century's most successful and iconic companies, delving into the details of Polaroid's creation by genius-innovator Edwin Land, its monumental success as it revolutionized photography through constant innovation, and its eventual decline as it failed to foresee the forces that would eventually drive it to bankruptcy. The book engaged students on a variety of themes and demonstrated cross-disciplinary collaboration in a creative, narrative, and visual way. It also discussed the fall of a great company and the reasons behind its demise, prompting students to think about what might become obsolete and how to make good decisions for the future. There were three main points that the program emphasized for students to take away during the academic year: diversity of team members is key to success; success depends on being able to communicate your ideas and bring them alive to others; and be wary of the "lone genius," because multiple perspectives are necessary for success.

The First Year Book Program continued the tradition of offering a resource-rich website for student, instructor, and alumni use that included updates on instant photography in the news, information on famous artists who have used Polaroid in their work, a guide to buying and using instant film today, and a "Did You Know?" section with interesting and relevant facts from the book. The First Year Book blog was also updated throughout the semester, connecting the themes in the book to relevant aspects of student life today. The site offered reading guides for each chapter and lesson plans developed for use in UNIV100 courses.

The First Year Book Program engaged in a number of collaborations across campus. With University Libraries as co-sponsor, a screening of the award-winning documentary *Time Zero: The Last Year of Polaroid Film* was organized in McKeldin Library on November 4. From October through December, an exhibit case on the book, program, and history of Polaroid was displayed in the front lobby of McKeldin Library. University Libraries also provided a resource page on their website, which linked to the First Year Book site. The First Year Book program also collaborated extensively with the Honors Entrepreneurship and Innovation Program (EIP). EIP developed a project called "Instant Impact," in which EIP freshmen created statements on what they wanted their impact to be on campus, which they presented in a series of instant portraits displayed in a gallery on the First Year Book website.

The First Year Book Program hosted the author and senior editor of New York Magazine, Christopher Bonanos, on October 29, in the Grand Ballroom at Stamp Student Union. Prior to the event, Bonanos met with several student and faculty groups on campus, including a dinner with EIP students, lunch at the Academy of Innovation and Entrepreneurship, and an hour-long roundtable with 60 students from Hillman Entrepreneurs. Approximately 300 students, faculty, and staff were in attendance at the main event, which also featured the Instant Impact exhibit by Honors EIP. Afterwards, Bonanos met with members of the audience to sign books and answer questions.

Approximately 7,000 copies of the book were distributed to students, faculty, and staff. About 4,000 of these were distributed at events such as TerpMarket, First Look Fair, the Author Lecture,

and Maryland Day. The book was used in ENGL101 and UNIV100, which incorporated *Instant* into courses on design-thinking and innovating four-year plans towards graduation.

### **General Education Program**

Fall 2014 marked the beginning of the third full year of the implementation of the University's General Education program. As in previous years, the Dean for Undergraduate Studies invited members of the Faculty Boards to return for another year, with nearly 100% acceptance of the invitation.

Across the academic year, the recruitment for new courses continued with 17 new I-Series courses and 26 new Scholarship in Practice courses approved. Innovations in these categories continue with the support of faculty learning community meetings. The I-Series faculty learning community once again met five times in both fall and spring semesters. The meetings had a structured agenda that supported conversations about active learning strategies and teaching innovations. As previously, Donna Hamilton, Douglas Roberts, Ann Smith, and Esther Park regularly attended these meetings. Such strong support and attention from the Dean's office has always been understood as a way to recognize the faculty who attend and to underscore the significance of maintaining a lively and transformative culture around General Education and undergraduate student learning. Meetings led by Ann Smith and open to all instructors teaching Scholarship in Practice courses were held twice in the fall and twice in the spring to discuss best practices and innovation for these courses. ASTR315 Scholarship in Practice course was successful in promoting original research that was recognized in a peer review publication ([www.umdrightnow.umd.edu/news/undergrads-discover-rare-eclipsing-double-asteroid](http://www.umdrightnow.umd.edu/news/undergrads-discover-rare-eclipsing-double-asteroid)).

On September 5, a meeting was held for all General Education Faculty Board members to move forward with plans for assessment of General Education. The model offered to all Boards had been developed in previous semesters first by the Oral Communication Faculty Board and next by Scholarship in Practice and Professional Writing. This model involved developing and implementing a criterion-based assessment using a rubric. With fewer than 15 of the 62 Board members absent, the Boards adopted the criterion and rubric-based approach for all General Education categories, agreeing to complete their work early in the spring semester. All Boards proceeded to take up the thought-provoking, challenging, sometimes controversial, and time-intensive work of creating rubrics for the different categories that would support faculty in assessing student work. Faculty Board chairs Douglas Roberts, Ann Smith, Cynthia Stevens, and Donna Hamilton facilitated this work, under the leadership of Ann Smith and in collaboration with Sharon La Voy, Director of Institutional Research Planning and Assessment (IRPA). A second meeting of all Faculty Board members was held on April 21 to discuss final steps in rubric development and approval. Completed rubrics were approved by Dean Hamilton on May 25 and disseminated via the General Education website.

As a result of this work, Learning Outcomes were revised and approved by the Dean in three course categories: Scholarship in Practice, Cultural Competence, and Understanding Plural Societies. Scholarship in Practice revised outcomes were entered into the General Education submission system in July, Cultural Competence and Understanding Plural Societies outcomes will change in the system in summer 2015.

To support the assessment process, work continued on the use of the Enterprise Learning Management System (ELMS) for data collection. New instructions were developed to capitalize on the changes made to ELMS and were shared with course instructors in workshops and online. IRPA developed a mechanism to streamline collection of the data in ELMS using the Hyperion tool.

As Oral Communication and Professional Writing categories are using their rubrics for assessment across courses in these categories, each group held norming sessions to establish scoring reliability with all course instructors. The Department of Communication with the Office of Undergraduate Studies hosted 60 instructors on August 28, and the Department of English hosted Professional Writing instructors on January 23. In both cases Ann Smith gave a presentation on the approach and value of assessment in continued course curriculum development.

Faculty teaching I-Series courses continued to assess student attitudes toward these courses each semester via a student survey distributed on line at the end of the semester. Data (spring 2014–1,361 respondents and fall 2014–2,065 respondents) show consistent outcomes from I-Series courses: 75% of students or greater, agree or strongly agree that: “This course helped me to think about complex problems and issues,” “This course helped me to see and understand the political/social/economic/(and or) ethical aspects of the issue/problem that was the focus of the course” and “The work in this course required me to think creatively and critically.”

General Education continues to define the student experience on campus. In this year all courses in the First-Year Innovation and Research Experience (FIRE) program were approved for General Education and the Office of Undergraduate Studies launched the Carillon Communities living-learning program grounded in General Education courses and learning outcomes.

Undergraduate Studies Teaching Awards were presented in May. Patricia Shields, Senior Lecturer in Cell Biology and Molecular Genetics, received the General Education Teaching Award for her work in BSCI105. Awards are based on student nominations.

COMM107, the course taken by the majority of students to complete the General Education requirement for oral communication, was recognized by the National Communication Association as a Program of Distinction. The University’s Cultural Competence course requirement was highlighted at the 28th Annual National Conference on Race and Ethnicity in American Higher Education. In a special feature session on May 29, Chief Diversity Officer Kumea Shorter-Gooden spoke about her initiative to promote development of cultural competence courses on campus, faculty members Phil Tajitsu Nash and Eusabia Mont described their experiences developing and teaching cultural competence courses, and Associate Dean Cynthia Stevens shared information about the development of the cultural competence course rubric.

The traction of the program as worthy of replication has begun with modeling of the program by the Florida State University liberal studies program. In April, Dean Hamilton hosted the Undergraduate Deans from the Big Ten’s Committee on Institutional Cooperation, one highlight

of which was a session in which four faculty discussed the transformative teaching and learning that is occurring in their I-Series courses.

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

During FY2015, the Office of Undergraduate Studies initiated a professional development series for directors of the living-learning and other special programs. In undertaking this endeavor, there were three interrelated goals: (1) offer professional development opportunities; (2) promote communication and sharing of best practices across programs; and (3) facilitate collective problem solving for issues common to different programs. The sessions were well-attended and highly appreciated by directors. All sessions were led primarily by Cindy Stevens, and included the Dean and other senior staff from the Dean's office.

The initiative featured four lunchtime workshops, two each during fall and spring semesters. A total of 29 directors attended the October 24 session, entitled *Identifying and Sharing Your Living-Learning Program's Contributions*. Discussion focused on setting program goals and collecting student satisfaction data to assess progress toward those goals. Directors received information on possible survey items and instructions on how to obtain and use Qualtrics accounts. Response was enthusiastic, with directors asking for more sessions.

A second session, *How Does Living Relate to Learning in our Programs*, was held on November 21 and included 11 program directors. Its purpose was to stimulate ideas for integrating living and learning as well as share insights for improving student experiences. The third session, scheduled on February 27, focused on a topic suggested by Dr. Virginia Haufler (Global Communities):

*As we look towards a new University strategic planning process and the appointment of a new Dean of Undergraduate Studies, I would like us all to think about what collective message we want to convey about our programs. What are the interests and concerns we have going forward with regard to the position and value of LLP to the University? This is a critical time for our programs, and we can't be passive about this.*

This informal session, which included 20 directors, distributed a handout with tips for improving student survey response rates, prompted directors to conduct a SWOT analysis (strengths, weaknesses, opportunities and threats), and generated numerous cross-program ideas. These were captured and distributed in follow-up email to all program directors.

On May 2, the session focused on *Addressing Problematic Student Behavior in Living-Learning Communities* and included 25 directors as well as Deb Grandner, Director, Resident Life; Dr. David Petersen, Associate Director, Counseling Center; and Ben Parks from the Scholars Care-in-Action program. The workshop presented National Institutes of Health and National Institute on Alcohol Abuse and Alcoholism data on alcohol use, mental illness, and drug use among young adults, Q&A with Deb Grandner and David Petersen, and discussion of the Scholars program by Ben Parks. The session generated lively discussion and calls for continued conversation. Of those present, 19 completed and returned a post-workshop survey about the year-long series. Survey results indicated that directors agreed that the session topics were important and stimulating, and that they learned something new. Directors indicated that they would be interested in attending similar workshops during the next academic year.

### **Phi Beta Kappa**

During FY2015, the profile of Phi Beta Kappa (PBK) on campus was further enhanced. As the administrative contact, Esther Park continued to support the election process of the University's Gamma Chapter of Phi Beta Kappa. FY2015 Gamma Chapter Officers were: Judith Hallett, President; Carol Keefer, Vice President; Denis Sullivan, Executive Secretary; and William Stuart, Historian. Administrative support included reviewing over 1,500 student records, preparing materials for the PBK Members in Committee, responding to hundreds of inquiries, notifying elected students, and organizing the 51<sup>st</sup> induction ceremony and reception at the Clarice Smith Performing Arts Center. The elegance of this year's ceremony, in combination with guest speaker Attorney General Brian Frosh, a large response from students, and a large capacity hall that filled with parents and friends, made this a standout year for Phi Beta Kappa at Maryland.

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

The Pre-Transfer Advising Program (PTA) provides advising to prospective transfer students, assesses students' readiness to transfer to the University of Maryland, and estimates time to degree completion. Advisors work with students from community colleges and four year schools, and consult staff at Maryland community colleges. Megan Forbes Cleaver and Leah Howell serve as the full-time staff members in this office. Pre-Transfer Advising reports to Lisa Kiely, Assistant Dean.

During FY2015, advisors worked with 1,946 individuals either through walk-in appointments, online chats, telephone meetings or scheduled appointments. Between July 2014 and June 2015, the Pre-Transfer Advising Program website received 57,203 hits (an average of 4,766 hits per month).

The Pre-Transfer advisors were selected to present a concurrent session at the National Academic Advising Association's (NACADA) annual conference in October. Entitled "Advocating for Transfer Students: Is Your Campus Meeting Their Needs," the advisors applied Schlossberg's Transition Theory to the transfer student experience, providing the more than 70 attendees with a lens through which to analyze the transfer student experiences on their campuses. The advisors led participants through the three phases of the theory, provided ideas for best practices when working with transfer students in each phase of their transition, and facilitated questions and comments. The session received positive reviews in the follow up evaluation. The advisors were asked to present the same presentation at the National Institute for the Study of Transfer Students' (NISTS) annual conference and at the NACADA Region 9 Annual Conference.

The advisors continued consulting staff from the Provost's office at the University of Maryland, Baltimore County (UMBC). UMBC is working on a Gates Foundation Grant for STEM Transfer Student Success. As part of the grant, UMBC is developing a model for seamless transfer for students from feeder community colleges to four year institutions. PTA staff conducted a site visit to UMBC where they provided feedback on how to create and foster a pre-advising program and how best to work with community colleges in building a seamless pathway for prospective transfer students. PTA staff also led two training sessions to UMBC and partner community colleges: one inspired by the NACADA session of applying Transition Theory to transfer students and a second training on how to weave career advising into advising pre-transfer

students. The advisors also led a training session for the staff of the Hillman Entrepreneurs program after the program joined the Office of Undergraduate Studies. Topics included an overview of academic majors and options at the University of Maryland, how best to refer prospective transfer students to University resources, and assist them with academic planning for transfer.

The advisors made 11 visits to Maryland community colleges to participate in transfer fairs, meet with community college advisors and colleagues, and provide assistance to prospective transfer students. The advisors visited the participating campuses of the Maryland Transfer Advantage Program (MTAP): Prince George's Community College, Montgomery College, College of Southern Maryland, and Anne Arundel Community College. Visits were also made to Howard Community College. PTA staff assisted approximately 455 prospective students during these visits. For FY2016, the MTAP program will expand, offering MTAP status to any Maryland community college.

### **Student Success Office**

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

During FY2015, Peter DeCrescenzo, who joined the office as advisor for retention initiatives, was instrumental in upgrading the SSO and University tutoring websites. The SSO website now includes enhanced information on student policies, academic resources, information for advisors and faculty members, as well as resources for students who have been academically dismissed. The resource section offers quick links to tutoring, financial, health, career, and social opportunities around campus to provide strong academic and social integration for new and continuing students. Academic policies are clearly outlined and resources for advisors and faculty members are current and easy to find. Components of this section also include access to research on student success and upcoming Student Success Office presentations. There is a section for parents to assist them in understanding the reinstatement process. The University's tutoring website was redesigned in the fall to include all on-campus tutoring services.

SSO staff met with various campus staff to better understand the needs of advisors, share colleges' best practices, and review policies integral to the reenrollment process. This information is being used to develop a campus-wide mandatory program for students on probation. SSO staff also held two reenrollment workshops with a total participation of approximately 80 academic advisors. The first workshop focused on the timeline of the reenrollment process and best practices to support students as they decide when to apply for reenrollment. The second workshop was a collaboration between SSO staff and advisors in the Colleges of Arts and Humanities; Behavioral and Social Sciences; Computer, Mathematical and Natural Sciences; and the School of Public Health to offer best practices on supporting students after a reenrollment decision. SSO staff met with Learning Assistance Services, the Advising Community, the Undergraduate Program Advisory Council group, Resident Life and other groups on campus to discuss reenrollment procedures. Detailed information on the reenrollment process was also shared with staff at Howard University and at the annual NACADA Conference.

Students having academic difficulty are contacted regularly by SSO through a three-tiered system to make students aware of their probationary period and receive needed resources early. The three-tiered system consists of: an Academic Probation Notice, where students placed on probation receive information about campus resources and are urged to meet with their advisor; a Mid-semester Academic Probation Reminder, reminding students of their probationary period and campus resources; and an Academic Dismissal Letter, notifying students of their dismissal and informing them of the reenrollment process.

At the end of the fall semester, 814 students were put on probation; at the end of the spring 512 students were put on probation. Students dismissed at the end of the semester are notified once the grade calculation was completed. Two hundred nineteen students were dismissed at the end of the fall semester, and 292 students at the end of the spring semester.

During FY2014, SSO staff processed 872 reenrollment applications (491 readmission and 381 reinstatement) for fall, and 630 reenrollment applications (337 readmission and 293 reinstatement) for spring. Each reinstatement application is reviewed by two members of the faculty petition board. SSO aims to decrease the number of students who apply for reenrollment each year through proactive advising and early intervention.

This year SSO was also given responsibility for students from the Knowledge is Power Program (KIPP) schools. SSO staff reached out to current students who are KIPP alumni to ensure a smooth transition to the University. Plans are underway this summer to develop and train KIPP ambassadors for entering 2015 KIPP students.

### **Undergraduate Studies Faculty Fellows**

This past year Undergraduate Studies held the first Undergraduate Studies Faculty Fellows Program. Formerly the Lily Fellows, the Undergraduate Studies Faculty Fellows program was led by Lisa Kiely and Ann Smith from the Office of Undergraduate Studies, and included fourteen faculty members from around the University and one representative from the Teaching and Learning Transformation Center. The topic of large enrollment courses was selected because this experience is challenging to students and faculty alike. The sheer number of students enrolled can make course management difficult. Faculty members must deal with more individual student issues (make up tests, excused absences, etc.). Large classes require different kinds of planning for effective student-faculty engagement and active learning. In cases where the courses are primarily populated with freshmen and sophomores, students are not only inexperienced with the expectations of a university course, but are also unfamiliar with resources available to support their success.

Following the model of the Lily Fellows, the Faculty Fellows developed a resource document for both students and faculty members in large classes. Based on the success of this program and the strong interest among faculty members in sharing successful teaching strategies, Undergraduate Studies will offer a dedicated faculty learning community in FY2016 for any instructor teaching a large course.

## **ACADEMIC ACHIEVEMENT PROGRAMS**

**Executive Director: Jerry L. Lewis**

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

Academic Achievement Programs (AAP) provides academic coaching and support in instruction, tutoring, academic and career advising, and counseling to promote academic success and graduation from the University of Maryland.

AAP's University of Maryland Educational Opportunity Center (UM-EOC), funded by the U.S. Department of Education as one of seven TRIO programs, provided information and assistance of the postsecondary enrollment and reenrollment process, including, information on the college admissions and financial aid application process to 1,000 high school seniors and adult participants. This year, UM-EOC partnered with Prince George's County Public Schools Secondary School Reform and Prince George's County Community College in a collaborative effort to increase the FAFSA completion rate of high school seniors in Prince George's County. UM-EOC expanded its relationship with Prince George's County Library System to build capacity and outreach. UM-EOC provided College Goal Maryland FAFSA workshops at Hyattsville, Bowie, Beltsville, and Spaulding libraries and conducted intensive outreach with young adults from District Heights and Suitland around financial and academic challenges and personal decision making. UM-EOC fostered other strong partnerships with organizations such as: Year Up Capital Region, Prince George's County 202 Coalition, Prince George's County Community College Veteran's Upward Bound Program, Prince George's County Community College Hillman Entrepreneurs Program, Prince George's County Economic Development Workforce Division, and the Multicultural Youth Center. These partnerships not only further the mission, purpose, and objectives of the program but also strengthen, and in some cases, introduced and established new relationships for the University of Maryland with the surrounding communities' citizenry.

AAP's Ronald E. McNair Post-Baccalaureate Achievement Program hosted "The 16<sup>th</sup> National Conference for McNair Scholars and Undergraduate Research" in March. The McNair Conference welcomed program delegations from over 40 institutions nationwide, holding true to its namesake of being a *national* forum and attraction for academic display and the exchange of thoughts and ideas. Conference participants experienced one of the largest University conference graduate school fairs with 69 participating universities and colleges, including nine University of Maryland colleges. In addition, McNair Scholars presented their research projects, initiated during the McNair Summer Research Institute, at over 27 conferences throughout the United States. McNair scholars were recipients of awards and recognitions that serve to validate the caliber of their scholarship: two received the University's Graduate McNair Fellowship, one received the Gilman International Award Scholarship to travel to India, one received the College of Arts and Humanities (ARHU) Dean's Senior Scholar award, and one received the Spirit of Maryland award. Twenty-two of the 34 senior Scholars graduated during the academic year and 64% (14) of the graduates were admitted into graduate programs to pursue their doctoral studies or other competitive programs, such as Teach for America.

AAP-Student Support Services (SSS)/Intensive Educational Development (IED) enrolls, on average, 468 students each year. The SSS program is funded as one of the Federal TRiO programs. The IED state funding provides all academic services to students in SSS. The program welcomed 111 new freshmen in the 2014 cohort and two new staff members to the department. Frances Woods-Suku became the new Assistant Director for Administration and Jin Sook Kim, became the new Mathematics Coordinator.

During the year, SSS/IED hosted several educational and cultural events: excursions to see the play “Dani Girl” at the Randolph Road Theater, visits to the Newseum and the NASA Goddard Space Center, and an etiquette dinner exposing students to appropriate ways of conducting themselves during a formal dining experience while learning etiquette skills needed for career networking and job interviews. To end the year, the program hosted its annual Mocktail event, designed to support students’ career and social development by providing an opportunity to engage in a professional networking experience and practice social etiquette norms with professionals in various disciplines.

SSS’s Reach Up-Reach Out Initiative established a student advisory board to assist with planning and implementing a kick-off event. The advisory board helped plan and implement several workshops focusing on graduate school, study abroad, financial planning after college, and professional resume and cover letter preparation. These workshops were open to the entire University community. Many non-AAP undergraduates and graduate students attended. Additionally, 18 AAP students took part in study abroad programs this year in Chile, Costa Rica, France, Israel, Japan, South Africa, and the United Kingdom. AAP provided \$8,750 in financial support for six students to participate in rewarding study abroad experiences.

The AAP-IED English component provided support for 110 students enrolled in ENGL101. Ninety-four percent of AAP first-year students passed ENGL101 with a C or better. Also, the English component assisted 19 AAP upper-class students (eight sophomores, six juniors, and five seniors) in their writing projects, as part of the Reach Up-Reach Out Initiative. In the mathematics component, 110 of 111 first-year students were placed in a University mathematics course in the fall semester and 89 students (81%) earned a grade of C or better. The College Study Skills (CSS) component collaborated with Learning Assistance Services in a joint Supplemental Instruction training held twice a year. In addition, the CSS coordinator offered four GRE informational workshops, two directed towards SSS and McNair students, one co-sponsored with the Office of Multi-Ethnic Student Education, and one co-sponsored with ARHU’s Office of Student Affairs. The tutoring and Supplemental Instruction program was recertified by the College Reading and Learning Association’s International Tutor Training Program Certification for Levels 1, 2 and 3.

AAP’s Academic Success and Tutorial Services (ASTS), which serves both AAP and the general campus student body provided campus-wide peer tutoring to students in “high-risk” courses with DWF rates of 10% or higher. In the fall, ASTS received 551 requests for tutoring and provided services to 260 (47%), for a total of 1,014 hours of tutoring. In the spring, the program had 591 requests for tutoring, with 408 (69%) students receiving services, for a total of 1,476 hours of tutoring provided.

In acknowledgement of her years of service, Marsha Turner Botts received the Office of Undergraduate Studies' Non Exempt Staff Employee recognition award in May. Dr. Jerry Lewis served as the keynote speaker at the Annual President's Commission on Ethnic Minority Issues. Three AAP staff members reached important service milestones this year: Pathe' Sow has been with the University for 10 years, and Marsha Turner Botts and QT Jackson will retire on September 1.

### Comparative Student Data by Program

#### UMD Educational Opportunity Center: 2013-2014 and 2014-2015

	2013-2014 <sup>1</sup>	2014-2015 <sup>2</sup>
<b>Total No. of Students</b>	<b>1049</b>	*
Continuing Participants	682	**
New Participants	367	184
<b>Gender</b>		
No. Female	597	104
No. Male	452	80
<b>Race/Ethnicity</b>		
No. American Indian/Alaska Native	2	0
No. Asian/Asian American	12	2
No. Black/African American	562	94
No. Hispanic/Latino	438	81
No. White	12	3
No. Native Hawaiian or Other Pacific Islander	1	0
No. More than one Race Reported	21	4
<b>UMD-EOC Objectives</b>		
a. No. of GED eligible participants enrolled in GED	6	*
b. No. of Not Already Enrolled Participants assisted in applying for Financial Aid	407	*
c. No. of Not Already Enrolled Participants assisted in applying for admissions	375	*
d. No. of Not Already Enrolled Participants now enrolled or re-enrolled in college/postsecondary education	129	*

<sup>1</sup> Year 2013-14 data above is based on Annual Performance Report that was submitted to the Department of Education.

<sup>2</sup> Year 2014 –15 data reported are current only through May 2015. The UM-EOC program year ends on August 31, 2015.

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

\*\* EOC continues to track continuing participants with a view to enroll them into school. The total number of continuing participants enrolled in college will be reported upon submission of Annual Performance Report.

**Ronald E. McNair Post Baccalaureate Achievement Program for 2013-2014 and 2014-2015**

	2013-2014 <sup>1</sup>	2014-2015 <sup>2</sup>
<b>Total No. of Students</b>	56	56
No. Continuing Students	37	34
No. of New Students	19	22
<b>Gender</b>		
No. Female	39	36
No. Male	17	20
<b>Race/Ethnicity</b>		
No. Asian/Asian American	2	4
No. Black/African American	46	43
No. Hispanic/Latino	6	6
No. White	2	2
No. More than one Race Reported	0	1
No. of Scholars who graduated	19	22
No. of Scholars who enrolled in post-baccalaureate program the following fall	11	12
No. of previous participants who received doctorate	11	TBD

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

<sup>2</sup> Because the McNair Project year does not end until September 30, the data for 2014-2015 is preliminary.

**Student Support Services/Intensive Educational Development: 2013-2014 and 2014-2015**

	2013-2014 Total served	2014-2015 Total served	2014-2015 SSS/IED Total Enrolled with Access <sup>3</sup>		2014-2015 Expansion Tutoring General Campus	
<b>Total No. of Students</b>	362 <sup>1</sup>	263 <sup>2</sup>	468		608	
<b>No. of New Students</b>						
Summer Transitional Program (STP)	107	113	--	--	--	--
Fall	106	111	--	--	--	--
Transfers	0	1	--	--	--	--
<b>No. of Students Enrolled</b>						
Fall	--	--	468	--	234	--
Spring	--	--	--	430	--	374
<b>Gender (Fall/Spring and Transfer students)</b>						
No. Female	59	74	276	255	143	243
No. Male	47	38	192	175	91	131
<b>Race/Ethnicity (Fall/Spring and Transfer students)</b>						
No. American Indian/Alaska Native	1	2	3	3	0	0
No. Asian/Asian American	12	8	51	48	29	65
No. Black/African American	51	62	227	211	35	73
No. Hispanic/Latino	15	25	125	110	22	32
No. White	15	10	36	32	124	169
No. More than One Race Reported	12	5	25	25	9	14
No. Not Reported/Unknown	0	0	1	5	7	8
No. International/Foreign	--	--	--	--	8	13
<b>Retention/Graduation</b>						
1 <sup>st</sup> Year Retention	See note <sup>5</sup>	See note <sup>5</sup>	--	--	--	--
2 <sup>nd</sup> Year Retention	See note <sup>5</sup>	See note <sup>5</sup>	--	--	--	--
Degrees Awarded	83 <sup>6</sup>	91 <sup>7</sup>	--	--	--	--

<sup>1</sup>Number of returning students who received one or more services this academic year. The roster of STP 2013 and students who returned for the fall of 2013 totaled 514 students.

<sup>2</sup>Number of returning students who received one or more services this academic year. The roster of STP 2014, students who returned for the fall 2014 semester and non-SSS/IED students who received services through Academic Support and Tutorial Services (ASTS/Expansion tutoring), totaled 871 students.

<sup>3</sup>Number of students that started with SSS/IED who are enrolled at the University during the fall 2014 semester that were eligible to receive support services.

<sup>4</sup>Number of students who received one or more services through ASTS/Expansion tutoring during the academic year.

<sup>5</sup>Not reported by IRPA for academic year.

<sup>6</sup>The number of students who graduated in the spring 2014 and summer 2014 semesters.

<sup>7</sup>The number of students who graduated at the end of the fall 2014 semester and those who applied for spring 2015 graduation, which is pending upon confirmation of degree.

## Course Summary Data

### Developmental Heuristics (EDCI288D & EDCI288E) & College & Career Advancement (EDCP108E) Course Enrollments FY2012& FY2013 (at "Freeze")

Semester	EDCI288D		EDCI288E		EDCP108E	
	Seats Offered	Seats Issued	Seats Offered	Seats Issued	Seats Offered	Seats Issued
Summer 2013	N/A	N/A	N/A	N/A	130	107
Summer 2014	N/A	N/A	N/A	N/A	130	110
Fall 2013	150	106	N/A	N/A	N/A	N/A
Fall 2014	150	112	N/A	N/A	N/A	N/A
Spring 2014	N/A	N/A	150	105	N/A	N/A
Spring 2015	N/A	N/A	150	114	N/A	N/A

## External Resource Acquisitions

External Resource	FY2015	FY2014
SSS Grant Continuation	395,681	374,987
McNair Grant Continuation	262,508	262,508
EOC Grant Continuation	263,047	249,290
<b>Total External Resource Acquisitions</b>	<b>\$921,236</b>	<b>\$886,785</b>

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

**Commander: Colonel David F. Morrissey**

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

The Air Force Reserve Officer Training Corps (AFROTC) had an inspiring 2014-2015 academic year. This was a year of major transition, introducing a new commander, two new assistant professors, and two new staff members to the program. AFROTC chose this year to focus on building leaders of character, reflect on the rich history and legacy of the program, and deliberately develop students' appreciation that being a military officer is a noble way of life. In the end, 17 new officers were commissioned as second lieutenants into the U.S. Air Force. Also, many cadets and cadre members received local, regional, and national recognition for their hard work and dedication.

AFROTC administered the Military Studies minor with 15 students in pursuit and six completing the minor. Faculty provided academic advising to 12 Air Force Nursing Educational Commissioning Program students, reviewing their academic plans to keep them on track for graduation. Detachment personnel interviewed 65 high school seniors competing for national AFROTC scholarships; eight scholarship winners will begin the program in fall 2015.

In summer 2014, 14 cadets successfully completed a four-week field training course and became upperclassmen in AFROTC. One of these cadets was recognized as a Superior Performer, the second highest honor available to trainees. Another cadet completed field training and remained after graduation as a cadet training assistant to teach combative techniques to fellow trainees. In preparation for summer 2015, 26 more cadets were selected to attend field training. This represented a significant increase in attendees (almost double) from the previous two years.

Also this year, building on the successes of the Pilot Training Program (PTP), a small team of cadets started a new campus organization called the Diamondback Flying Club. Cadets began this club to foster interest in aviation among University students. The club already has an active roll of 30 members. The Diamondback Flying Club is both an interest/awareness group, as well as a recruiting tool for the Pilot Training Program and AFROTC. Through PTP, members conducted over 100 supervised flying hours and 14 members successfully completed ground school. Colonel David Morrissey, the detachment commander and a C-17 cargo aircraft pilot, personally invested time and effort in both these organizations, leading professional development sessions and flying 7.6 hours with cadets.

In the spring, AFROTC hosted an annual awards banquet and invited Lieutenant General Sam Cox, the Air Force Deputy Chief of Staff for Manpower, Personnel and Services, to serve as the keynote speaker. At the banquet, over 46 cadets were honored with awards and scholarships worth \$4,200 from local and national organizations such as the Uniformed Services Automobile Association and the Air Force Association.

Throughout the year, cadets demonstrated the Air Force core value of "service before self" through their involvement with Arnold Air Society, the AFROTC service organization. In all, cadets performed over 1,742 hours of community service on and around the University of Maryland. Another AFROTC service organization, the Maryland Honor Guard, represented the

University and the Air Force at 53 events, including many University NCAA football and basketball games and a performance for the Chief of Staff of the U.S. Air Force at the annual Air Force Charity Ball.

Notably, reflecting on the legacy and history of the detachment, cadets revitalized an inactive professional development organization known as Scabbard and Blade. This organization was originally founded to develop aspiring military officers and to foster strong joint-service relationships. Eight active members led a professional reading series and organized over 100 community service hours. Moving forward, Scabbard and Blade will provide excellent opportunities for cadets from all commissioning programs at the University (Air Force, Army, and Navy in 2016) to collaborate jointly, much like the active duty military services operate.

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

This summer, two assistant professors and a recruiting officer relocated due to a permanent change of station. One new assistant professor and a new recruiting officer joined the team.

### Comparative Student Data

<b>Students</b>	<b>FY2014</b>	<b>FY2015</b>
# of new admits	168	170
Total # in program at the end of the fall semester	145	97
# of commissions	20	17
# of students in minor	21	15
# of minors awarded	11	6

### Course Summary Data

<b>Fall Courses</b>	<b>Fall 2013</b>		<b>Fall 2014</b>	
	<b>Seats Offered</b>	<b>Seats Issued</b>	<b>Seats Offered</b>	<b>Seats Issued</b>
ARSC100	129	93	129	92
ARSC200	79	67	82	77
ARSC300	40	23	40	21
ARSC400	36	30	36	19
ARSC059	200	155	200	160
<b>Totals</b>	<b>484</b>	<b>373</b>	<b>487</b>	<b>369</b>

Spring Courses	Spring 2014		Spring 2015	
	Seats Offered	Seats Issued	Seats Offered	Seats Issued
ARSC101	108	71	108	48
ARSC201	74	37	74	31
ARSC301	42	22	42	19
ARSC401	48	31	48	18
ARSC059	250	126	250	101
<b>Totals</b>	<b>522</b>	<b>287</b>	<b>522</b>	<b>217</b>

## External Resource Acquisition

### FY2015

During this academic year, AFROTC students acquired \$343,749.01 in tuition payments, \$18,000.00 in book stipends, and \$195,338.85 in other stipends from the US Air Force. (Total \$557,087.86)

### FY2014

Over \$500K in scholarships was awarded (tuition, book payments, and stipend).

## **ARMY RESERVE OFFICERS TRAINING CORPS**

**Director: LTC Curt Burrell**

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

The Army Reserve Officers Training Corps (ROTC) continued to rank among the best programs in the region and nation. Nationally, the University's Army ROTC falls under the direction of the United States Army Command. Cadet Command is comprised of 273 programs located at colleges and universities throughout the 50 states, the District of Columbia and Puerto Rico. Each summer, approximately 5,000 junior-level cadets from the nation's 273 programs attend the Cadet Leadership Course (CLC) at Ft. Knox, KY. The University sent 30 cadets to CLC in the summer and 50% of them achieved the highest possible leadership rating of "Excellent." The national average for "Excellence" ratings was 28 percent. Additionally, half of the University's cadets selected for active duty commissioned in the top 20% of the nation.

Regionally, Army ROTC falls under the direction of the United States Army Command's 4th Brigade. This brigade has oversight of 38 schools' ROTC programs, spread over 6 states—South Carolina, North Carolina, Virginia, West Virginia, Maryland, and Delaware. This past year, Army ROTC was named the best program within 4th Brigade and awarded the General Douglas MacArthur Award. The award recognizes a program's ability to meet its commissioning mission, its cadet retention rate, and cadets' performance and standing on the National Order of Merit List. This is the second year the University of Maryland Army ROTC program has won this prestigious award. In addition, Army ROTC placed third out of 40 teams competing in 4th Brigade's two-day Ranger Challenge at Ft. Pickett, VA. This is the third straight year with a top three or better finish.

This year also saw many changes for Army ROTC. The program grew to its largest size since its return to the University in 2002, finishing the academic year with 106 cadets and commissioned 23 cadets as second lieutenants in the United States Army (1 in December and 22 in May). The curriculum and training methods were changed to better prepare cadets for the uncertain environments they may face as United States Army Officers. The training by repetition was replaced with training scenarios that developed critical thinking and problem solving skills. The mandatory summer training for the junior class was moved from Ft. Lewis, Washington to Ft. Knox, Kentucky and was renamed the Cadet Leadership Course (CLC). Future CLCs will focus on leader development rather than leader assessment. This year will be Army ROTC's last full year in the Cole Student Activities Building. The program will move to the Reckord Armory in fall 2015. Lastly, both the Director and Senior Military Science Instructor for Army ROTC were selected to attend military schools and will be replaced for FY2016.

This was the first full year for Army ROTC's new recruiting officer, Terrence McCall. Under McCall's direction, Army ROTC increased freshman enrollment by nearly 63%, more than tripled its number of transfer students, and increased tuition funding by more than \$250,000. McCall's recruiting efforts were anchored by strong retention efforts from the cadre that relied heavily on the use of academic planning worksheets that kept enrolled cadets informed of, and focused on, graduation and commission requirements at the University. In addition, all cadets

were assigned a mentor to assist them with balancing the rigors of academics at the University with the demanding leadership curriculum of the Army ROTC program.

Army ROTC welcomed two distinguished speakers to campus this year—Major General Gregg Potter and Brigadier General Greg Mosser. Major Potter currently serves as the Deputy Director of the NSA’s Signals Intelligence (SIGINT) and was the guest speaker for the annual awards ceremony held on May 1<sup>st</sup>. Brigadier General Mosser currently serves as the Deputy Commanding General of the 99th Regional Support Command at Joint Base McGuire-Dix-Lakehurst, New Jersey and was the guest speaker for the May 23<sup>rd</sup> commissioning ceremony at the University Chapel.

The University of Maryland’s Army ROTC program continued to focus on hands-on leadership opportunities to augment the classroom experience for cadets. During weekly labs, cadets were placed in various leadership positions and presented complex leadership scenarios to work through, either individually or as a team. During the summer, Army ROTC sent cadets to various locations around the world to experience, and learn from, other cultures. The most recent opportunities included visits to Korea, Macedonia, Morocco, and Paraguay. Five cadets were selected to work with, and train alongside, active duty Army Officers at military posts throughout the U.S. and overseas. One cadet attended the Army’s Airborne school and another, the Army’s Air Assault school, both at Ft. Benning, Georgia. Army ROTC continued to partner with the local Army National Guard and Army Reserve units to offer a similar “on-the-job” experience to cadets throughout the academic year.

The Army ROTC program welcomed two new staff members to the program this past year—Major Timothy Stephenson and Captain Kyle Friesen. Major Stephenson is an Army Artillery Officer, with his most recent assignment at Ft. Sill, Oklahoma. He will assist with all levels of instruction within Army ROTC. Captain Friesen is an Army Aviator, with his most recent assignment at Ft. Campbell, Kentucky. Captain Friesen will be the instructor for the junior-level class within Army ROTC. The director for Army ROTC, Lieutenant Colonel Curtis Burrell, was selected for the Army War College and will relocate to Carlisle Barracks, Pennsylvania. He will be replaced by Lieutenant Colonel Larry Rentz. The Senior Military Science Instructor, Master Sergeant Joseph Krinsky, was selected for the Sergeants’ Major Academy and will relocate to Ft. Bliss, Texas. He will be replaced by Master Sergeant Elias Rosado.

### Comparative Student Data

<b>Students/Degrees</b>	<b>FY2014</b>	<b>FY2015</b>
# of new admits	New Freshmen: 24 Transfer: 2	New Freshmen: 39 Transfer: 7
Total # in program	End of year: 98	End of year: 106
# of commissions	18	23

### Course Summary Data

Courses/Seats	FY2014	FY2015
# of courses offered	10 (four levels, 2 semesters each)	9 (four levels, 2 semesters each)
# of seats offered	<b>270 Fall Semester:</b> Army 101: 60 Army 103: 80 Army 201: 60 Army 301: 40 Army 401: 30 <b>250 Spring Semester:</b> Army 102: 40 Army 104: 100 Army 202: 40 Army 302: 40 Army 402: 30	<b>270 Fall Semester:</b> Army 101: 60 Army 103: 80 Army 201: 60 Army 301: 40 Army 401: 30 <b>190 Spring Semester:</b> Army 105: 80 Army 202: 40 Army 302: 40 Army 402: 30
# of seats issued	<b>143 in Fall 13:</b> Army 101: 20 Army 103: 43 Army 201: 23 Army 301: 37 Army 401: 20 <b>132 in Spring 14:</b> Army 102: 23 Army 104: 44 Army 202: 18 Army 302: 29 Army 402: 18	<b>161 in Fall 14:</b> Army 101: 38 Army 103: 46 Army 201: 32 Army 301: 25 Army 401: 25 <b>106 in Spring 15:</b> Army 105: 32 Army 202: 25 Army 302: 22 Army 402: 26
<b>Totals seats issued</b>	<b>275</b>	<b>271</b>

### External Resource Acquisition

	FY2014	FY2015
\$ amounts of scholarships and non-scholarship stipends awarded	\$697,370.01	\$952,667

<b>Breakdown:</b>	<b>FY2014</b>	<b>FY2015</b>
Tuition and University fees:	\$396,691.68	\$624,017
Books allowance:	41,400.00	\$ 54,000
Stipends awarded:	<u>259,278.33</u>	<u>\$274,650</u>
<b>TOTAL</b>	<b>\$697,370.01</b>	<b>\$952,667</b>

## **ASIAN AMERICAN STUDIES PROGRAM**

**Director: Janelle S. Wong**

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

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

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

In the spring, AAS core faculty member Dr. Julie Park was promoted to Associate Professor with tenure in the Department of Sociology and AAS Director, Dr. Janelle Wong was promoted to full professor in the Department of American Studies. These promotions create greater stability in personnel for the program.

AAS was the recipient of a \$50,000 2014 Smithsonian-University of Maryland Seed Grant, shared with the Smithsonian Asian Pacific American Center, to support curriculum enhancement centered on comparisons and connections between Asian American and Latino communities. Smithsonian curators and University of Maryland faculty (Dr. Lawrence-Minh Davis as curriculum lead) collaborated to build the foundations of an Asian-Latino Education Lab by soliciting materials from leading artists, then working together to shape these materials into a cohesive and focused learning experience. The Lab was tested in the classroom during the fall in an AAS course on "The Multiracial Experience in the U.S.," then evaluated, refined, and further developed over winter for redeployment in the classroom during the spring term in an AAS literature course.

More than 680 students took AAS courses in FY2015. This represents a decline from the previous year, attributable in part to an unfilled AAS tenure-track faculty position. An offer was made to a senior scholar currently at New York University, Dr. Crystal Parikh, but was not accepted. However, AAS courses remain in high demand among students. In 2015, 92% of AAS classroom seats were filled, a four-percentage point increase from 2014.

A critical aspect of AAS's co-curricular programming is the institutionalization of leadership training and workshops that include a strong career development component. This year AAS provided new internship opportunities for students by cultivating a strong relationship with community partners and advertising these opportunities via a new career-related page on the program website.

AAST strives to update and improve course offerings on a continuing basis through periodic assessment and innovative partnerships. This year AAST expanded its course offerings to include a new course on Asian American Politics. This course has been hard-numbered (AAST443) and approved as a General Education course in the Understanding Plural Societies category.

AAST partnered with the Office of Multicultural Involvement and Community Advocacy (MICA) to provide programmatic support for undocumented immigrants admitted to the University. AAST organized academic events on the topic and secured, with MICA, a 2015 Moving Maryland Forward grant for \$14,970 for an initiative on “Institutionalizing Support for Undocumented Students at the University of Maryland.” AAST also partnered with Polaris, a national anti-human trafficking organization, to provide a research brief on Asian Americans for anti-human trafficking organizations. Other partners included high-impact organizations such as the Smithsonian Institution’s Asian Pacific American Center and the Conference on Asian Pacific American Leadership, as well as federal agencies, such as the Equal Employment Opportunity Commission.

On May 5, AAST celebrated its 15<sup>th</sup> year anniversary. More than 100 alumni, staff, students, and faculty instrumental in establishing the program joined graduating minors, affiliate faculty, community stakeholders, and members of the program's scholarship committee to mark the event. Alumni from the program also participated as panelists at the AAST/MICA Maryland Leadership Institute in the spring. In addition, AAST partnered with two alumni who work at the non-profit organization Asian American LEAD on programs designed to connect AAST to low-income high school students in the region.

AAST submitted a grant application to the U.S. Department of Education’s Asian American Native American Pacific Islander Serving Institution grant program (\$1,498,068 for period of 5 years; awardees will be notified in August 2015).

**Comparative Student Data**

	Minors Enrolled	Minors Awarded
Spring 2014	50	21
Spring 2015	44	17

### Course offerings and enrollment

<b>Fall 2013 Course</b>	<b>Seats Issued</b>	<b>Seats Offered</b>	
AAST 200/AMST 298C	33	40	
AAST 201/HIST 221	78	80	
AAST 233/ENGL 233	30	30	
AAST 378	2	5	
AAST 388	4	5	
AAST 398D/AMST328J	31	35	
AAST398E/AMST328V	39	40	
AAST398G/AMST328L	24	30	
WMST420*/AAST420	28	30	
SOCY 424/AAST 424*	61	58	
ENGL479P/AAST498C*	21	25	
EDCP 418A/AAST 498I*	17	19	
AAST498Q/AMST498P	15	30	
AAST498T/AMST498J or GVPT368C	34	40	
AMST498R /AAST498W*	8	30	
<b>Fall 2013 Semester Totals:</b>	<b>425</b>	<b>497</b>	<b>85.5%</b>
<b>Spring 2014 Course</b>	<b>Seats Issued</b>	<b>Seats Offered</b>	
AAST 200/AMST 298C	39	40	
AAST 201/HIST221	36	40	
HIST 222/AAST 222*	77	80	
ENGL 233/AAST 233*	21	30	
AAST388	32	26	
AAST 398F	8	10	
AAST 398L	41	40	
AAST398Q/AMST328W	30	30	
SOCY 424/AAST 424*	34	29	
EDCP498A/AAST498A*	13	18	
AAST498B/HIST428K/PHIL428L/RELS419M	36	40	
AAST498E/AMST418T/LGBT448E/WMST498C	27	30	
AMST498A /AAST498K*	16	35	
AAST 498M/AMST418N	20	20	
AAST498N/AMST418X	17	30	
<b>Spring 2014 Semester Totals:</b>	<b>447</b>	<b>498</b>	<b>89.8%</b>
<b>FY2014 Totals:</b>	<b>872</b>	<b>995</b>	<b>87.6%</b>

\*Cross-listed course, AAST not primary department

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

\*Cross-listed course, AAST not primary department

## External Resource Acquisition

### FY2015

\$65,970.00 grant support (\$50,000 shared with Smithsonian Asian Pacific American Center)

\$19,308.75 private gifts

\$85,270.75 total

### FY2014

The program raised \$11,634 in private gifts.

## **BEYOND THE CLASSROOM**

**Director: James V. Riker**

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

Pursuing its mission to prepare students for inspired leadership on current and pressing civic issues, Beyond the Classroom (BTC) featured four thematic series with a total of 32 speakers, 12 seminars, 11 panels, six student civic leadership events, and 30 award-winning documentary films. 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 children, as well as strategies for empowering children in India and the United States.
- “Beyond Study Abroad: Global Citizenship and Cross-Cultural Engagement”: exploring the benefits of study abroad for students and the importance of becoming a “global citizen” and serving as a “citizen diplomat” in order to contribute positively to society.
- “People Power: Activism for Social Change”: examining the factors that lead to successful nonviolent protests and citizen initiatives for social change, focusing on movements for ensuring women’s rights, the role of environmental activism in addressing the global climate crisis, and citizen-led initiatives for government accountability in Egypt, the Maldives, Russia, and Wisconsin.
- “Youth Grassroots Leadership”: exploring how students and youth can act as leaders on a range of issues from immigration reform to juvenile and racial justice in the United States to nonviolent movements for peace and justice in Egypt and the Palestinian Territories.

Nonprofit and civil society leaders, filmmakers, international education specialists, and scholars shared their perspectives on key civic and policy issues. Speakers included:

- Eric Bond, Senior Writer, Elizabeth Glaser Pediatric AIDS Foundation;
- Martha Davis, Director and Producer of the documentary *Doctors of the Dark Side*;
- Robert Fenstermacher, President & CEO, Cultural Vistas;
- Mina Girgis, Co-founder of The Nile Project;
- David Hartsough, Executive Director, Peaceworkers;
- Rashad Hawkins, Youth Organizer, Just Kids Partnership;
- Blanca Hernandez, Organizer, D.C. Center for Immigrant Justice;
- M.J. Kurs-Lasky (University of Maryland 2010), Social Media Strategist, KaBOOM!;
- Jing Lin, Professor of International Education Policy, University of Maryland;
- Marybeth Onyeukwu and Eugene Puryear, DC #Ferguson and #BlackLivesMatter;
- Jose M. Torres-Don, Organizer, NC DREAM Team;
- Vicki Reese, MD, Executive Director, 5-a-Day-CSA;

BTC continued to engage students actively in timely and important civic issues working with key partners on and off campus. The program hosted a special screening and discussion of the award-winning documentary, *Doctors of the Dark Side*, about the secret role of U.S. physicians and psychologists in the torture of detainees. Dr. Martha Davis, the film’s director and producer, shared her valuable perspective about how to promote accountability through legal actions in France, Poland, South Africa, and the United States to bring to justice the perpetrators in order to

end torture. BTC co-hosted a forum in collaboration with the Clarice Smith Performing Arts Center and Mina Girgis, co-founder of The Nile Project, where students learned about grassroots citizen's initiatives across 11 countries to envision and create a prosperous and environmentally sustainable Nile Basin. David Hartsough, Executive Director of Peaceworkers, gave an inspiring presentation on "Waging Peace" about his lifetime of activism engaging in nonviolent citizen action to pursue peace from the Civil Rights movement to today. Former incarcerated youths of the Just Kids Partnership in Baltimore shared their personal experiences about how to best address juvenile justice and rehabilitation issues in Maryland. Through off-campus community service and advocacy events with leading nonprofit organizations in the Washington, D.C. region, such as the 350.org, Amnesty International, Casa de Maryland, Crossroads Community Food Network, Global Citizen Earth Day, and Whitman-Walker Health, BTC developed exciting experiential opportunities for students to engage in civic learning and practice. Through this process of active engagement, BTC students continued to be recognized for their civic leadership on campus, in the community, and in the world.

Reflecting outstanding progress on its strategic planning goals during FY2015, BTC:

- Supported student-led, collaborative civic research and advocacy projects, such as: Alert This House, which raised campus awareness about crime hot spots to empower students about public safety issues; the Food Insecurity Project, which identified resources to improve access to affordable and nutritious food for poor and hungry people in Langley Park, MD; and H2Oppportunity, an innovative project focused on promoting women's empowerment and clean water for an indigenous rural community in Nicaragua, which was selected as a finalist for the Global Development Initiative at Georgetown University, a grant proposal competition focused on global development projects involving scholars and nonprofit leaders throughout the Washington, D.C. region.
- Developed eight civic learning experiences outside the classroom, eight civic advocacy events, and seven community service events where students contributed over 425 hours of volunteer service. Highlights included marching with 400,000 people in the People's Climate Rally in New York City, building a new playground for the Temple Hills Elementary School with KaBOOM, and participating in a rally for marriage equality at the U.S. Supreme Court.
- Initiated a new study abroad program to Japan for 18 students on "Civil Society, Recovery and Reform in the Wake of Disaster" that focused on the recovery and rebuilding processes from the March 2011 earthquake, tsunami, and the Fukushima nuclear disaster.
- Awarded a total of 12 Beyond the Classroom transcript notations to students who completed the program's academic requirements. The recipients represented 11 different majors from seven colleges and schools.
- Supported 34 students with placement and advising in internships with leading nonprofit organizations or government agencies.
- Provided civic programming to a total of 1,414 participants (students, faculty, staff, and members of the public) through the program's four thematic seminar series.
- Collaborated with other University programs to offer special events and workshops, including partnering with the Clarice Smith Performing Arts Center on "Subversive Storytelling," and the Office of International Affairs for International Education Week.
- Launched the program's new website to recruit students and expanded social media outreach through Facebook, Twitter, and the program blog that showcases students' internships and civic research, and program activities both in the classroom and in the community.

## Comparative Student Data

### Student Participation in the BTC Program: FY2014 and FY2015

Beyond the Classroom	Fall 2013	Spring 2014	Fall 2014	Spring 2015
New Students Admitted into the BTC Program	28	15	28	15
Total Number of Students in the BTC Program	169	159	161	140
Student Internship Placements	23	12	16	18
BTC Program Transcript Notations Completed	7	16	6	6
Students Living in South Campus Commons	47	42	48	43
Number of Participants: BTC Faculty & Film Series	656	685	618	736

### Student Enrollment in BTC Courses: FY2014 and FY2015

Beyond the Classroom Courses	Fall 2013	Spring 2014	Fall 2014	Spring 2015
UNIV 325: BTC Seminar I	14	3	25	5
UNIV 326: BTC Seminar II	20*	5	7**	11
UNIV 378: Internship Experience	6	4	3	3
<b>UNIV 389: BTC Seminar III</b>				
UNIV 389G: Solving Converging Global Crises	N/A	5	N/A	N/A
UNIV 389L: Civic Leadership for Community Engagement	7	7	3	6
UNIV 389T: Social Media for Social Change	N/A	8	N/A	N/A
<b>UNIV 399: Special Topics in Experiential Learning</b>				
UNIV 399C: Ensuring a World Fit for Children? Rethinking Our Civic Responsibilities	26	N/A	20	N/A
UNIV 399P: People Power: Activism for Social Change	N/A	11	N/A	40
UNIV 399Q: Achieving a Healthy, Just and Sustainable Food System in the 21 <sup>st</sup> Century	N/A	13	N/A	N/A
UNIV 399X: Beyond Study Abroad: Global Citizenship and Cross-Cultural Engagement	N/A	N/A	6	N/A
UNIV 399Y: Youth Grassroots Leadership	N/A	N/A	N/A	10
<b>Total Number Students Enrolled</b>	<b>73</b>	<b>56</b>	<b>63</b>	<b>75</b>
UNIV 318J: Study Abroad Program to Japan: Civil Society, Recovery and Reform in the Wake of Disaster	N/A	N/A	N/A	18

\* Fall 2013 figure includes 19 students that completed the course in the fall, and one that completed the course during Summer Session II – 2013.

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

### Student Transcript Notation Awards and Representation in the BTC Program: FY2014 and FY2015

Beyond the Classroom	Transcript Notations Awarded	Number of Colleges and Schools Represented	Number of Majors Represented
<b>FY2014</b>	23	7	15
<b>FY2015</b>	12	7	11

## External Resource Acquisition

Under the auspices of Launch UMD, students raised \$6,251 in support for the Terps for Tohoku study abroad program to Japan in spring 2015.

## **CARILLON COMMUNITIES**

**Coordinator: Melissa Del Rios**

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

In an effort to continue to increase retention and impact graduation rates the Office of Undergraduate Studies designed Carillon Communities, a living-learning program for students in Letters and Sciences (LTSC). The program aims to engage first-year students who have not yet declared their major. Carillon features a streamlined program where all students live together for one year and enroll in one 3-credit General Education course (and a 1-credit UNIV100 course) in the fall and one 3-credit General Education course in the spring. I-Series and Scholarship in Practice General Education categories anchor the academic aspect of Carillon for their active learning, student-centered, experiential, and team-based components. These components engage students inside and outside the classroom, fostering community. The Carillon model also supports students' successful transition to college, providing access to complementary programming to support student success, and addressing the research and innovation missions of the University.

The program is coordinated through the Office of Undergraduate Studies with the Coordinator, Melissa Del Rios, reporting to Ann C. Smith, Assistant Dean. Course faculty serve as the direct link to the students. They serve as teachers and mentors. Advisors from LTSC serve as the instructors for the Carillon UNIV100 course.

In its inaugural year, Carillon Communities enrolled 111 students: 55 in iGive, 41 in Once and Future Planet, and 15 in Write Now.

A significant goal of the program is to help students plan a meaningful and purposeful university experience. The Carillon UNIV100 course was designed, in conjunction with LTSC and the Academy for Innovation and Entrepreneurship, to foster students' selection of a major. By January, 68 out of the 111 students in Carillon either declared a major or determined that they would seek a limited enrollment program. An unexpected implication of students choosing a major was a decline in retention to the second semester Carillon course. Approximately 60% of students did not enroll in the second course. The majority of these students indicated interest in majors in engineering or biological sciences, and were members of the Once and Future Planet program. In follow up interviews with Once and Future Planet students, they indicated their withdrawal from the spring course to accommodate major and benchmark courses in their schedule. A lower percentage of students withdrew (38%) from the iGive community. The majority of students in iGive indicated an interest in a Business major. Significantly, the pre-business curriculum has more flexibility in the course schedule than other majors students are seeking.

Although there was a decline in the second semester course enrollment, assessments indicate that students coalesced as a community and feel a sense of belonging to campus. For example, 64.5% of respondents agreed or strongly agreed that through their Carillon program they have developed a network of people that will help them at the University.

A variety of assessments provided substantive feedback on various aspects of Carillon Communities. Due to low enrollment, it was determined that Write Now would not be continued. Moving forward Carillon will revise its community model and implement several changes. iGive will remain the only community to continue with the inaugural year model, one course in the fall and one in the spring. Once and Future Planet, and Novel Humans (a new community that replaces Write Now) will follow a revised model for Carillon. The revised community model is defined by:

- The Fall Semester experience:
  - I-Series course with 60 students, taught by Carillon Faculty, including a collaboration component and best practices related to teaching, supporting student success, and campus policies
  - Carillon UNIV100 - 3 sections of 20, goals will continue as this year – including Design Thinking
- Advising by Letters and Sciences
- Living together for one year in Easton Hall

In order to address the budget cuts that occurred during FY2015, the budget for the one semester model was reduced.

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

Over its two-decade history, one of College Park Scholars' hallmarks has been continuous renewal. This past year was no exception. The year began with a transition to new leadership following the retirement of former Executive Director Greig Stewart on June 30. Scholars also launched a new program, Justice & Legal Thought, which is part of a package of undergraduate law programming at the University of Maryland funded by MPower.

On November 1<sup>st</sup>, 250 alumni and friends of Scholars boisterously affirmed the program's broad and deep commitment to community as they gathered at the Samuel Riggs IV Alumni Center to celebrate Scholars' 20th anniversary. In addition to alumni from across classes and programs, the gathering included William E. "Brit" Kirwan, chancellor of the University System of Maryland, who was president of the University of Maryland when Scholars was established, and Ira Berlin, Distinguished University Professor of history, who was dean for undergraduate studies in 1994 and led the effort to bring the program into being. The evening was a triumphant response to the call to rediscover, reconnect, and celebrate Scholars as it embarked on its third decade on campus.

The addition of a new program was a logistical challenge that led to a bold rearrangement of physical space in the Cambridge Community that has already produced exciting results and promising possibilities. At the beginning of the academic year, the 12 programs were moved into new, strategic locations ("neighborhoods") in five residence halls. The resulting clusters of offices and student housing assignments promote synergy and collaboration among students and faculty alike, as the following examples suggest:

- The **Creativity** neighborhood (Arts; Business, Society and the Economy; Environment, Technology and Economy; Science, Technology and Society) successfully launched CPET240: PALS Service-Learning, Composting in the City of Frederick.
- The **Discovery** neighborhood (Global Public Health; Life Sciences; Science, Discovery and the Universe; Science and Global Change) provided the physical space and natural relationships for students in common majors to form study groups and attend supplemental instruction and career workshops.
- The **Transformation** neighborhood (International Studies; Justice and Legal Thought; Media, Self & Society; Public Leadership) joined together for a highly attended welcome event and monthly programming in collaboration with their resident director.

In January, Scholars faculty and staff gathered for a daylong strategic planning retreat at the Patuxent Research Refuge in Laurel. That exercise led to the establishment of pop-up groups that met throughout the spring semester to work on key issues and new initiatives, including development of a theme aimed at producing a shared intellectual experience for all Scholars students. The theme chosen for the coming year is "Trash: The Problem of Waste in Our Lives and World," a topic that lends itself to interdisciplinary exploration and connects powerfully with both the living and learning aspects of Scholars. Other pop-up groups worked on developing a

proposal for a Scholars-wide education abroad course and focusing in on the sophomore experience and Academic Showcase. (The 19<sup>th</sup> annual Showcase was held in May. There were 472 poster presenters and a total of \$2,000 was awarded to winners and runners-up in three categories: research, internship, and service-learning.)

Scholars continues to expand opportunities for students to build intentional community. In the second year of the Scholars Cup, students from all programs raised \$9,500 for charities while participating in community-wide activities and service opportunities like the Charity Softball Tournament. The Peer Mentors program expanded to all twelve programs for the first time. Building on student interest, two affinity groups were established—Cambridge Community Queers and Allies and the “Real Talk” Students of Color Dialogue Group. In April, nearly forty students engaged in a dialogue around difference entitled, “Did You See That Email?” Care in Action, a student-led, staff-supported initiative that supports the wellbeing of all members of the Scholars’ community and fosters peer-to-peer care around sexual wellbeing, drug and alcohol awareness, mental health, and respect, rolled out this year.

Scholars programs continued to integrate their curricula more fully into the new General Education requirements. Eight Scholars courses earned General Education designation. Two Business, Society and Economy offerings in international education were designated Cultural Competence. Environment, Technology, and Economy’s service-learning practicum is Scholarship in Practice, as are both Public Leadership sophomore colloquia. Science, Technology and Society earned I-Series designation for its robotics practicum and its capstone. Both, as well as its advanced service-learning practicum, also fulfill Distributive Studies requirements.

Scholars continues to attract talented and promising students by inviting them to first- or second-preference programs. The fall 2014 cohort was the largest ever, and yielded at a higher rate than in 2012 and 2013. Students’ high school GPAs continue an upward trend and continue to exceed and contribute to the elevation of the campus’ mean. SAT scores remain at or above University benchmarks. As in recent years, the racial and ethnic diversity of this cohort of Scholars has increased. Scholars recruits—bolstered by outreach to first-generation students—underrepresented students to its programs effectively and values the fact that it has a higher percentage of students of color than the University. The fall 2014 cohort also reflects better gender balance than the University. These demographic data reflect Scholars’ appeal to a diverse group of admitted students and that the matriculated cohort contributes to a successful program.

Students in all Scholars programs continue to complete and earn citations at high rates. The fall 2013 cohort persisted in their programs at a rate of 92%, and 78% of the fall 2012 cohort completed a Scholars program. Scholars are retained to campus, complete degrees in four years, and complete degrees in six years at higher rates than the rest of the University and—in the case of one-year retention and six-year graduation—are improving those rates every year.

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

A more detailed annual report, including individual reports for each of the Scholars programs, is available at [www.scholars.umd.edu/admin](http://www.scholars.umd.edu/admin).

### Comparative Student Data

<b>College Park Scholars Enrollment Data Fall 2013 and Fall 2014</b>			
<b>Fall Term</b>	<b>First-Year Students</b>	<b>Second-Year Students</b>	<b>Total</b>
<b>2013</b>	913	821	1,734
<b>2014</b>	961	841	1,802

<b>College Park Scholars Completion Data 2013-2014</b>							
<b>Year Entered</b>	<b>Number Enrolled</b>	<b>Citations</b>		<b>Completion Certificates</b>		<b>Total Completions</b>	
		<b>Earned</b>	<b>Rate</b>	<b>Received</b>	<b>Rate</b>	<b>Completed</b>	<b>Rate</b>
<b>2011</b>	838	609	73%	66	7%	675	81%
<b>2012</b>	910	649	71%	59	6%	708	78%

<b>College Park Scholars Graduation Data 2013-2014</b>			
<b>Year Entered</b>	<b>4-Year Graduation Rate</b>	<b>Year Entered</b>	<b>6-Year Graduation Rate</b>
<b>2009</b>	73.3%	<b>2007</b>	88.5%
<b>2010</b>	72.7%	<b>2008</b>	89.8%

### Course Summary Data

<b>College Park Scholars CPSP Course/Seats Data</b>			
<b>Term</b>	<b>Course Sections</b>	<b>Seats Offered</b>	<b>Seats Issued</b>
Fall 2013/Winter 2014/Spring 2014	216	4,671	3,280
Fall 2014/Winter 2015/Spring 2015	136	4,538	3,498

### External Resource Acquisition

FY2015 Total dollar amount raised: \$170,000

FY2014 Total dollar amount raised: \$12,073.13

**FEDERAL SEMESTER**  
**Director: Joan Burton**  
**[www.federalsemester.umd.edu](http://www.federalsemester.umd.edu)**

Focusing on some of the biggest issues of the day, the Federal Semester Program integrates academic learning with professional development and significant internships to prepare talented students from all majors and backgrounds for future careers related to the federal government. Federal Semester offered two concentrations this year, Homeland Security Policy, and Energy and Environmental Policy, and served 43 students representing nine colleges, 16 majors, and seven minors.

A major achievement this year is Federal Semester's attainment of status as a program that awards a Transcript Notation. Other accomplishments include the highly successful placement of 30 students (71%) in internships in federal agencies, congressional offices, or other federal policy-related organizations. Many students extended their spring internships into summer internships at the same or another agency or into full-time federal jobs (including DOL, DHS, DHHS, FAA, FBI, FDA, GSA, NIH, USAID, Secret Service, and State. Scholarships received this year include an Ernest F. Hollings Scholarship, a David L. Boren Scholarship, and a Critical Language Scholarship. Alumni include a Rangel International Affairs Fellow, a Presidential Management Fellow, a Marshall Scholar, a Truman Scholar, and a Udall Scholar.

Federal Semester students exhibit significant internationalism within the federal scope of the program. International programming included conversations with visitors from international offices of federal agencies as well as a workshop on applying to the U.S. Department of State. Internship placements included the Embassy of Spain, State, USAID, and other internationally-oriented offices. Federal Semester students this year were fluent or proficient in 14 languages.

The Federal and Global Semester alumni group successfully grew this year. The group hosted a workshop on "Next Generation Leadership and Career Success" in conjunction with the Partnership for Public Service, which included 27 program alumni and a panel of speakers, including Noha Gaber, founder and president of the EPA Emerging Leaders Network. The second issue of the alumni newsletter, *Federal & Global Times*, was published in June.

Progress on Strategic Goals include:

- **Building Ongoing Relationships with Federal Agencies and Across the University:** Federal Semester continues to develop and foster strong relationships with federal agencies. Student internship placements included the Census Bureau, Education, DOE, DOL, DHHS, DHS, DOJ, State, EPA, FLRA, and Congressional offices. Federal Semester continued to work closely with the School of Public Policy and the University's Federal Relations Office and enhanced collaborations with colleges and programs across the University (Honors College, College Park Scholars, and Rawlings Undergraduate Leadership Fellows). The program continues to develop relationships with non-governmental organizations and other organizations related to federal policy.
- **Professional Development for Federal Semester Students:** The program offered a rich menu of professional development activities including: two visits to Capitol Hill featuring

meetings with policy leaders from federal agencies, a visit to the NCTC, an alumna-led visit to FBI headquarters, a visit with representatives from the House Committee of Science and Technology, and a Congressional staff-led Capitol tour arranged by an alumnus. The program also offered a variety of workshops including: “USAJobs and Federal Opportunities,” “How to Build a Federal Resume,” and “the Ins and Outs of Security Clearances.” Five networking events were held with program alumni, current students, and staff in attendance. One-on-one coaching on resumes, cover letters, interviews, and internships was available to students and program alumni throughout the year. In April, Federal Semester held its final capstone event in conjunction with Global Semester. A total of 140 guests attended including current students; instructors; internship supervisors; colleagues from federal agencies, congressional offices, and related organizations; program alumni; and University administrators. The students displayed posters and fliers describing their internship achievements and four students gave reflections on their learning experiences.

- **Student In-Class Contact with Federal Professionals:** The fall seminar courses featured nine to 15 classroom visits from federal agencies and other federal policy-related organizations. In-class speakers included professionals from the NSC, the NCTC, DOD, State, Treasury, DHS, the U.S. Army, and FBI.

Federal Acronyms: DHHS (Department of Health and Human Services), DHS (Department of Homeland Security), DOE (Department of Energy), DOD (Department of Defense) DOJ (Department of Justice), DOL (Department of Labor), Education (Department of Education), EPA (Environmental Protection Agency), FAA (Federal Aviation Administration), FBI (Federal Bureau of Investigation), FDA (Food and Drug Administration), FLRA (Federal Labor Relations Authority), GSA (General Services Administration), NCTC (National Counterterrorism Center), NIH (National Institutes of Health), NSC (National Security Council), State (Department of State), Treasury (Department of Treasury), USAID (United States Agency for International Development)

### Annual Enrollment Data

	2013-2014	2014-2015
<b>Total # of Students</b>	71	43*

\*The decrease in total # of students in FY2015 is due to a temporary decrease in program size by one concentration.

### Course Summary Data

	2014-2015	2014-2015
<b>Course</b>	UNIV348T Federal Homeland Security Policy	UNIV348E Energy and Environmental Policy
<b># of Seats Offered</b>	25*	25*
<b># of Seats Issued</b>	22	21

	2013-2014	2013-2014	2013-2014
<b>Course</b>	UNIV348P Federal Health Policy	UNIV348T Federal Homeland Security Policy	UNIV348E Energy and Environmental Policy
<b># of Seats Offered</b>	25*	25*	25*
<b># of Seats Issued</b>	24	25	22

\*These are all seminar courses with an ideal capacity of 20-22. Students enroll by instructor permission only. The number of “seats offered” is set at 25 to allow administrative flexibility in enrollment management.

## GLOBAL SEMESTER IN WASHINGTON DC

Director: Joan Burton

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

Global Semester in Washington DC offers an integrated combination of classroom and professional experience to provide a deep understanding of global leadership and policy. The program combines a fall academic seminar exploring global policy and a spring professional internship experience in the Washington, DC area. In its second year, the program served 64 students, representing 11 colleges, 35 majors, and 20 minors.

Global Semester now awards a Transcript Notation, a program enhancement valued by students. The program also offered three concentrations this year, one more than its inaugural year. The additional concentration was possible by a one-time transfer of funding from Federal Semester, enabling Global Semester to pilot a concentration in U.S. diplomacy. The three concentrations filled quickly, and the expanded program was highly successful, culminating in student internship placements at the U.S. Department of State, the Embassies of Bangladesh and Zambia, the National Defense University, U.S. Department of Homeland Security, Women's Foreign Policy Group, National Consortium for the Study of Terrorism and Responses to Terrorism, the Advocacy Project, Solar Electric Light Fund, Many Languages One Voice, Potomac Institute for Policy Studies, and the White House Office of Science and Technology Policy. Scholarships and awards received this year included a Barry M. Goldwater Scholarship, as well as admission into the U.S. Foreign Service Internship Program and the Rangel Summer Enrichment Program. A major staffing change was the hiring of a program coordinator with 14 years of experience at the U.S. Embassy in Malaysia as well as stellar database creation and student coaching skills.

Expert practitioners from the Department of State and Congressional Research Services offered the fall seminar courses. Programming included visits to international and related organizations including the U.S. Department of State and the White House Office of Science and Technology Policy, as well as professional development workshops, conversations with experts in international policy and leadership, and visits from alumni working in the international arena.

The Federal and Global Semester Alumni Board gained a new president and organized several networking activities and professional events. In November, the group hosted a workshop on "Next Generation Leadership and Career Success" in conjunction with the Partnership for Public Service. This event was attended by 27 program alumni and featured a panel of speakers including Noha Gaber, the founder and president of the EPA Emerging Leaders Network. The second issue of the alumni newsletter, *Federal & Global Times*, was published in June. The spring 2015 issue of *Maryland International*, the annual newsletter of the Office of International Affairs, included an article on the program, "Global Semester Alumni are Positioning Themselves for Global Careers."

Progress on Strategic Goals Include:

- **Building Relationships with International Organizations across the D.C. area and at the University:** Global Semester is actively developing relationships and partnerships with foreign embassies, international non-governmental organizations, internationally focused

federal agencies, the National Defense University, and other international organizations. Such relationship-building was front and center this past February when program director, Dr. Joan Burton, gave the keynote address on language and human rights for International Mother Language Day at the Embassy of Bangladesh. At the University, Global Semester worked closely with the Office of International Affairs, the School of Public Policy, and the Honors College.

- **Student In-Class Contact with Professionals:** The seminars featured 9 to 15 classroom visits by expert practitioners at global policy-related organizations and offices. Speakers this year represented, amongst other organizations, the Inter-America Foundation, United States Agency for International Development, United Nations High Commissioner for Refugees, Oxfam America, Save the Children, Brookings Institute, and National War College.
- **Professional Development for Global Semester Students:** International learning activities included three visits to Capitol Hill featuring meetings with international policy experts, a visit to the National Counterterrorism Center, a trip to the FBI headquarters, lunch at the Department of State, and a Congressional staff-led Capitol tour. The program offered workshops on “The Ins and Outs of Security Clearance” and “Pursuing Opportunities at Non-Profits and International Organizations.” One-on-one coaching on resumes, cover letters, interviews, and internships was available throughout the year. In April, Global Semester held its capstone event in conjunction with Federal Semester, with 140 guests attending, including current students, instructors, University administrators, and internship supervisors, colleagues, and contacts from international organizations throughout the area. Students displayed their capstone posters and fliers describing internship accomplishments, and four students reported on their learning experiences throughout the program.

### Annual Enrollment Data

	2013-2014	2014-2015
<b>Total # of Students</b>	45	64*

\*The increase in FY2015 is due to the increase in program size by one concentration..

### Course Summary Data

	2014-2015	2014-2015	2014-2015
<b>Course</b>	UNIV389B Global Challenges	UNIV389F Science Diplomacy	UNIV389C U.S. Diplomacy & Public Policymaking
<b># of Seats Offered</b>	25*	25*	25*
<b># of Seats Issued</b>	23	21	20

	2013-2014	2013-2014
<b>Course</b>	UNIV389B Foreign Policy & Security	UNIV389F Science Diplomacy
<b># of Seats Offered</b>	25*	25*
<b># of Seats Issued</b>	22	23

\*These are all seminar courses with an ideal capacity of 20-22. Students enroll by instructor permission only. The number of “seats offered” is set at 25 to allow administrative flexibility in enrollment management.

## **HILLMAN ENTREPRENEURS PROGRAM**

**Director: Gül Branco**

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

This year has been one of great change for the Hillman Entrepreneurs Program (HEP). In addition to moving to Undergraduate Studies, new staff members and many new initiatives were also put in place.

The program transferred from the Maryland Technology Enterprise Institute (Mtech) to the Office of Undergraduate Studies. In its new home, HEP joined a group of other high impact programs focused on student success and entrepreneurial goals. Having immediate access to how each of these programs supports students strengthens HEP. Readier access to resources of all kinds—including advising, information about new opportunities, and improved study and work space—puts students and staff at great advantage.

A new coordinator position was created. Nancy Stalowski was selected for this role to manage the day-to-day experience of HEP students and encourage their development into strong professionals and leaders.

The director, Gül Branco, also started the process of creating new courses for students to take to receive their minor in technology entrepreneurship. Once approved, students will take the following courses, in this order:

- HLMN470: Fundamentals of Entrepreneurial Ventures—students learn the processes and skills needed to launch and manage start-up ventures, as well as how to assess the feasibility of a startup venture and apply best practices for planning, launching, and managing new companies
- HLMN471: Entrepreneurial Finance—students examine the elements of entrepreneurial finance, focusing on developing and analyzing financial statements and the early stages of company development
- HLMN472: Strategies for Innovation & Entrepreneurship—students learn the process of technological change and discuss innovations and strategies to benefit from innovation
- HLMN473: Consulting in Tech Entrepreneurship—students apply the entrepreneurship principles learned to real-world consulting projects

For the first time in the history of the program, the University of Maryland director and coordinator visited each community college twice per semester and conducted group and one-on-one meetings to provide information, support, and guidance to facilitate a smoother transfer process. HEP also held the Hillman Exhibit, which showcased students' program participation, and served to highlight the program to the University community. Approximately 100 University staff, students, alumni, and outside visitors attended.

HEP also participated in two major community service events. In the fall semester, with the hard work of all group members and a strong outpouring from the three colleges, the food drive project collected over 600 items. In addition to supplying the Salvation Army with food for the people that it reaches through the National Capital Area Food Bank, donations were made to

Manna Food in Rockville and Prince George's Community College Cares food pantry. In the spring, students from HEP worked with the Washington Suburban Sanitary Commission, the City of Laurel Deputy City Administrator, the Chief of Police for the City of Laurel, Home Depot, Jerry's Sub Shop, and the Dutch Farmer's Market on a watershed cleanup in Laurel, MD on Saturday, April 18.

Students have played a significantly larger and more visible role in the program this past year. HEP students, Ryan Felix and Darpan Shah, with help from Anthony Rasoamiamanana, Alex Sugary and Iliana Hernandez created Terps F.I.R.S.T (Fulfillment, Intelligence, Responsibility, Support and Tact), a student organization to support first-generation transfer students. This program was highlighted in T.E.R.P. magazine. Students also participated in the annual visit to Bear Creek. For the first time, the students worked on a marketing plan for the team at Bear Creek. Ryan Felix, Darpan Shah, Shabnam Qureshi, Nick Arbin, and Allison Hishmeh were the University of Maryland students chosen by their peers to present the marketing plan at Bear Creek. The suggestions were implemented by the Bear Creek marketing team.

In addition to these activities, many students participated in competitions this year to build their skills in innovation and entrepreneurship. Ryan Felix, Alex Sugaray, Victoria Cheng, and Darpan Shah participated in the Future of Information Alliance Seed Grant Competition and came in as semifinalists. This was a great accomplishment since they were one of only two groups that consisted solely of undergraduate students. Students also participated in the Shore Hatchery Business Competition, Do Good Challenge, Pitch Dingman, PricewaterhouseCoopers' Audit Challenge Case Competition, and KPMG Case Competition. Students also secured prestigious research opportunities: Ryan Felix was a research assistant for Dr. Sheyl Ehrman in the Department of Chemical and Biomolecular Engineering; and Soliver Fusi secured a National Science Foundation grant to do research at the University of California, Berkeley in the summer.

The program worked hard to engage alumni. A recent alumnus, Kinglsey Madikaegbu, spoke at the Hillman orientation. Alumni have also acted as mentors to current students. Alumna Kailyn Cage accompanied current students on the Bear Creek trip to mentor and provide insight. Two alumni planning events were held during the first half of the academic year. These planning meetings resulted in many exciting activities for the spring semester: the first Alumni Week was held in spring and invited alumni to the Hillman Exhibit and Maryland Day; and the Alumni Welcome was held after the graduation ceremony for alumni to come together. The program strives to increase participation in the following years. HEP also created a newsletter that provides information about the program and engages alumni, the donors, and program collaborators.

The graduation ceremony for the 2015 graduates was held on Friday, May 8, in the rotunda of the Kim Engineering Building. Many guests were in attendance including David Hillman; Cheryl Hillman; Dean for Undergraduate Studies, Donna Hamilton; and alumni of HEP. This year the graduation ceremony had a special guest speaker, Rushern L. Baker, III, Prince George's County Executive.

### Comparative Student Data

<b>Retention</b>	<b>2014 - 2015</b>	<b>2013 - 2014</b>
Entrance Cohort #	56	35
<i>Probation</i>	2	7
Left the Program	2	1
Removed	2	4*
Graduated	9	12
End Cohort #	43	22

\* One student removed from the program due to their low academic performance, was reinstated in the 2014-2015 cohort after completing a successful semester and paying their own funding. The student's academic performance drastically improved, ending the semester with a 3.069 GPA while taking 13 credits.

### Course Summary Data

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

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

The Honors College welcomed 1,017 new students to campus this year, bringing the total number of Honors College students to 4,521. The major development of the year was the completion of the cycle of review of the Honors College, including a self-study, internal review and external review. The reviews were presented by the Provost to the Honors College Living and Learning Program Directors and to the Council of Deans. No recommendations from the reviews have been taken up as of this writing. Dorland completed his term as the Executive Director of the Honors College at the end of June 2015, but was then extended pending the appointment of his successor. The search for the next Executive Director is underway this summer.

A proposal for the renewal of funding for the ACES program was submitted to Northrop Grumman in the spring. The request was \$2.7 million for three years. A decision is expected this summer. The ACES program was favorably spotlighted in the College Rankings issues of *US News and World Report* – a noteworthy venue.

**Advanced Cybersecurity Experience for Students (ACES)** — The build-out of facilities for ACES in Prince Frederick Hall was completed this year. The last element was the Northrop Grumman Laboratory, with 24 seats, each with a computer monitor that can be shared on the front screen alone, in conjunction with the instructor’s slides or screen, or together with screens from other students in the laboratory. The opening of the Laboratory was celebrated with a launch ceremony in the fall, attended by campus leaders, Northrop Grumman leaders, Rep. Steny Hoyer, and the 111 current students in the ACES program. Eight ACES students were accompanied by Prof. Cukier and Liz Rogers to France in the summer of 2015, to participate in HACS208F, offered as a three-week short term study abroad program.

**Entrepreneurship and Innovation Program (EIP)** — This year was highlighted by steady overall student satisfaction and many significant achievements by the program, its students and staff. Course evaluations generally recovered after dropping in the prior academic year. The new EIP Student Advisory Board was launched to facilitate communication between EIP program faculty, staff, and students, provide feedback and recommendations to improve the program, and to plan extra-curricular events. The program continued to provide new experiential-learning opportunities for all students as part of their courses.

**Gemstone** — Eight Gemstone teams engaged in the LaunchUMD fundraising process, increasing Gemstone gift contributions from just under \$5,000 in FY2014 to more than \$50,000 in FY2015. Also in 2015, the Thesis Conference location was held at the Riggs Alumni Center and reformatted to a one-day professional conference program.

**Design | Cultures and Creativity (DCC)** — In the 2014-2015 academic year, DCC has gone through more transitions than any preceding year. These massive shifts in the program include:

- The appointment of a new Director, Jason Farman

- The addition of a new GA, moving to three Graduate Assistants
- The move into a new building, Prince Frederick Hall
- HDCC106 moving from a single large lecture to five small seminars
- The launch of the DCC Alumni Network
- The creation of the first DCC Student Advisory Board

**Integrated Life Sciences (ILS)** — ILS ran the second iteration of its new blended learning cell biology course (BSCI330H) in the fall. This course involves a combination of face-to-face and online interactions and was taught by five post-doctoral fellows from the National Institutes of Health, each teaching topics related to their research field. The online component focused on content while the in-class face-to-face portion focused on application of the content to important research problems in cell biology. In addition ILS provided material developed for this course (online videos, online quizzes and problem sets) to the provost-supported course redesign for one section of general BSCI330 for spring 2015. Importantly, ILS worked with the College of Computer, Mathematical, and Natural Sciences (CMNS) to change the course credit awarded for the recently redesigned AP Biology course. Originally, only 5-6% of all students received “5” scores on the new AP Biology exam, which made it very difficult to identify enough ILS applicants qualified to join the program in their first semester. The new CMNS policy is that a “4” or a “5” exam score will result in the waiver of both BSCI105 and BSCI106, which should increase the size of the applicant pool (including students of color) qualified to enroll in ILS.

**Honors Humanities** — As a result of student surveys and focus group discussions, Honors Humanities modified the focus of two of the three courses in the program. HHUM205 will now focus on the Humanities and their implications for contemporary issues such as globalism, social justice, and the like; it will be taught in two different sections by adjunct faculty who have distinguished teaching records in the University Honors Program: Sara Schotland and Ingrid Satelmajer. Also, HHUM206, a course on the arts, will now focus on “The Muses in Washington” and will be built around theatrical and musical performances in DC and on campus, taking advantage of the University’s location. It will be taught by Korey Rothman, who has received awards for her teaching in the Department of Theater and in University Honors. Students are encouraged to pursue internships that involve the Humanities and to Study Abroad; in the future such work will earn credit in Honors Humanities.

Honors Humanities faces an existential crisis, with only approximately 30 students entering this fall. Students in the program are satisfied. It is believed that the downturn in enrollment is part of a broader national trend.

**University Honors** — University Honors ran 139 seminars and 32 sections of HONR100 this year. The Afghanistan course (HONR269T) was redeveloped as a Global Classroom course, and HONR218Z, “Contemporary American Culture and Its Insecurities: A European Perspective,” was also designed to be a Global Classroom course in its next offering.

## Comparative Student Data

Year	Number of New Students	Number of Returning Students in the Honors College	Number of Students Awarded Citations (updated)
<b>FY10</b>	947 + 28 transfers = 975	3,498	428 (579)
<b>FY11</b>	968 + 6 transfers = 974	3,436	576 (614)
<b>FY12</b>	981 + 15 transfers = 996	3,745	726 (717)
<b>FY13</b>	1062 + 16 transfers = 1078	3,579	852 (931)
<b>FY14</b>	1031 + 7 transfers = 1038	3,380	830 (942)
<b>FY15</b>	1024 + 3 transfers = 1027	3,356	925

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
<b>FY10</b>	76 fall + 55 spring = 131	2,425	3	567
<b>FY11</b>	128	2,397	31	502
<b>FY12</b>	76 fall + 72 spring = 148	2,568	31	505
<b>FY13</b>	71 fall + 69 spring = 140	2,386	36	549
<b>FY14</b>	77 fall+ 67 spring = 144	2,323	32	462
<b>FY15</b>	68 fall + 77 spring = 145	2,191	32	484

## External Resource Acquisition

### **FY2014**

\$408,746

### **FY2015**

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

## **INDIVIDUAL STUDIES PROGRAM**

**Director: Joan Burton**

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

The Individual Studies Program (IVSP) is the Office of Undergraduate Studies' only degree-granting academic program that allows students to develop, with guidance from mentors and IVSP staff, well-crafted individual, interdisciplinary curricula leading to a Bachelor of Arts or Bachelor of Science degree. Students draw primarily from the University's course offerings to form an academic concentration not otherwise available to them at the institution. Once a student's proposal is approved by the Faculty Review Board, the degree requirements approved for the program are analogous to the requirements of the University's other majors. This year a record number of 35 students participated in the program.

Exceptional achievement by IVSP students in FY2015 included:

- Mackenzie Burnett (International Relations: Diplomacy and Democracy major), Commencement Student Speaker for the all-campus commencement ceremony in May.
- Erik Martin (New Media and Global Civics major), named one of Dell's Youth Innovation Advisors (12 nation-wide), served as the Department of Education's first Student Engagement and Games Specialist, and was the lead on the first-ever White House Game Jam in November.
- Shade Pratt (Design and the Built Environment major), featured in a video at the May all-campus commencement and drafted to play on New Jersey's professional women's soccer team, Sky Blue starting in May.
- Adan Ramos (Sustainability for the Built Environment major), Commencement Student Speaker for the Department of Architecture's commencement ceremony in May.
- Sabrina Shirazi (Hominin Evolution major), the only undergraduate student accepted to participate in the prestigious Evolutionary Biology Workshop at the University of Leipzig in March.
- Mohammad Zia (Global Diplomacy and Development major) completed a Boren Scholarship in Jordan, was selected as Humanity in Action Fellow for summer 2015, and will use his Truman Scholarship to support graduate studies at Oxford Blavatnik School of Government, in the Master of Public Policy Program, starting September 2015.

Entrepreneurial achievements by IVSP students included Nick Gerontianos (Digital Innovation Management Studies major), serving as founding CEO of his own company MotionVibe; and Mackenzie Burnett (International Relations: Democracy and Diplomacy major), serving as the president of Startup Shell, a student-run incubator at the University. Mackenzie Burnett and Jeff Hihnbrand (Product Design and Engineering major) were leaders at the second annual Bitcamp, a hackathon where students build new ideas into a product in 36 hours. IVSP also encouraged experiential and entrepreneurial learning through significant internships including, with the Office of Educational Technology, U.S. Department of Education; the Smithsonian's National Zoo; the Smithsonian's Natural History Museum; and the Health and Medicine Museum.

Members of the IVSP Faculty Review Board for FY2015 included Patricia Alexander (Human Development), Philip Candela (Geology), Bryan Eichhorn (Chemistry), David Mount (Computer

Science), Cynthia Stevens (Business/Undergraduate Studies), and Leslie Brice (National Scholarships Office). IVSP Faculty Mentors come from a variety of University departments. This year, IVSP also hired a Federal Work Study student to provide assistance in the delivery of the program.

Six of the 21 graduating seniors (28%) created explicitly international majors, including Global Diplomacy and Development, Global Health and Development, Global Health Equity and Epidemiology, International Development, International Relations: Diplomacy and Democracy, and Global Social Change and Development. IVSP students were fluent or proficient in 9 foreign languages. Graduating seniors included a student who emigrated from England, a student born in Germany, and students whose parents emigrated from India and Nigeria. International internship sites included the Women’s Foreign Policy Group; the Advocacy Project; U.S. Citizen and Immigration Services, Department of Homeland Security; and the International Affairs Office, Office of the Secretary, U.S. Department of Education.

IVSP alumni activity included hosting a talk by returning alumna Rebecca Zorn (International Relations, 2010), a Project Officer with the International Organization for Migration for the United Nations in Laos. Christina Neidlinger (Cross-cultural Communication in Agricultural Development, 2014) reported on her post-graduation internship with the Food and Agriculture Organization of the United Nations in Ecuador.

Progress on IVSP’s strategic planning goals during FY2015 also included:

- **Professional Development and Research Stipends:** IVSP awarded 20 Research and Professional Development scholarships to students pursuing substantive projects supporting their unique IVSP majors.
- **IVSP Student Advisory Board and Student Activities:** The Student Advisory Board sponsored weekly peer mentoring sessions for prospective IVSP students as well as student-led rehearsals for students presenting proposals before the faculty board. They also hosted movie nights, game nights, and holiday dinners, as well as four networking events for students to learn about experiential opportunities offered domestically and abroad.
- **Capstone Projects and Professional Development:** IVSP staff offered workshops on resume-writing and capstone project development, as well as one-on-one coaching on resumes, interviews, research projects, and career planning throughout the year. In May, IVSP held its fifth annual Academic Capstone event, following the IVSP graduation ceremony, with 150 people in attendance. On display were posters created by the students to reflect on their achievements through their capstone projects and IVSP majors.

### Comparative Student Data

	2013-2014	2014-2015
<b>New Admits</b>	15	16
<b>Degrees Awarded</b>	11	22
<b>Total Number of Students</b>	32*	35*
<b>Retention Rate</b>	100%	100%

\* As of May each year (with some new admits starting in August)

## Course Summary Data

	2013-2014	2013-1014	2013-2014		2014-2015	2014-2015	2014-2015
<b>Courses Offered</b>	IVSP317	IVSP318	IVSP420		IVSP317	IVSP318	IVSP420
<b># of Seats Issued*</b>	15	6	14		22	10	23

\*IVSP Course numbers are for individual student reports and projects overseen by faculty mentors. Therefore, the number of seats offered is non-applicable.

### External Revenue Acquisition:

#### FY2015

\$32,000 was received from donors to fund IVSP scholarships.

#### FY2014

Over \$30,000 was received from private donations to support students in the IVSP program.

### Individual Majors of Graduating Seniors in FY2015:

- B.A. in Advertising
- B.S. in Biomechanics
- B.A. in Design and the Built Environment
- B.A. in Digital Marketing and New Media
- B.A. in Education Policy and Social Issues
- B.A. in Equitable Advertising
- B.S. in Ethology
- B.A. in Global Diplomacy and Development
- B.S. in Global Health and Development
- B.S. in Global Health Equity and Epidemiology
- B.A. in Global Social Change and Development
- B.A. in International Development
- B.A. in International Relations: Diplomacy and Democracy
- B.A. in Leadership in a Diverse Society
- B.S. in Neuroscience
- B.S. in Public Health and Structural Inequalities
- B.S. in Social Innovation and Philanthropic Management
- B.A. in Sport Leadership, Administration, and Community
- B.S. in Urban Planning and Renewal
- B.A. in Urban Policy Studies
- B.A. in Web Communications

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

Letters and Sciences (LTSC) is the advising home for more than 3,500 undergraduates who are deciding on or completing requirements for enrollment in degree granting majors. The fundamental mission of LTSC is to provide expert advising services to its entire population of first and second year students and transfers. LTSC advisors are responsible for having a working knowledge of basic advising policy and of major information for over 90 majors on campus. University-wide retention and graduation rates are strongly influenced by LTSC data. In FY2015 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 expanded services designed to increase retention and graduation rates of transfer students. In collaboration with other academic and support service units, LTSC offered transfer student programs including: Fall and Spring Welcome Socials, Transfer Student Panel, Cookie & Coffee Hours, and Career Development and Professionalism Workshops. The LTSC Transfer Student Advisory Board was created in fall 2014 to serve as the liaison between the transfer student population and LTSC, helping to define how to best serve transfer students, developing a set of recommendations for LTSC, and assisting with transfer student programming. LTSC created UNIV106 (The Transfer Student in the University) as a first year experience course to help LTSC transfer students transition to the University. UNIV106 was piloted and received approval in spring 2015. Enrollment and outcomes continued to be positive.

LTSC continued to improve recruitment and yield initiatives. During summer 2014 LTSC collaborated with Carillon Communities and the First-Year Innovation & Research Experience program to encourage enrollment by incorporating recruitment presentations during orientation programs. Furthermore, LTSC partnered with the Office of Undergraduate Studies and the Academy for Innovation and Entrepreneurship to help redesign the curriculum and teach six sections of UNIV100 for Carillon Communities focused on Design Thinking. For the spring 2015 recruitment season LTSC implemented a new session designed for newly admitted students that are still undecided about their major and improved the session for students interested in STEM majors. Attendance exceeded expectations and the presentations were well-received. Additionally, LTSC hosted a Transfer Student Phone-a-thon in April 2015, where transfer student leaders called approximately 270 admitted LTSC transfer students to answer any questions or concerns they had about coming to the University in regards to admissions, advising, student life, and more.

LTSC increased services to the University's global audience. A high of over 81 new international students were admitted into LTSC for a fourth consecutive year. LTSC continues to offer a section of UNIV100 for international students that is taught by International Students and Scholars Services and LTSC staff members. Enrollment and outcomes continue to be positive. In collaboration with other campus service units, LTSC held monthly programs to support their acclimation to U.S. higher education.

The STEM Exploration Series (SES) continued to increase services to students with an interest in STEM majors and careers. In fall 2014, LTSC offered five newly redesigned sections of SES UNIV100 to better serve LTSC students. The program continued to provide students with the opportunity to further explore the world of STEM by offering UNIV107 again in the spring semester. Enrollment and outcomes continued to be positive. In April 2015, LTSC was awarded a Pepsi Enhancement Fund grant to expand the fall semester “Where else can STEM take you” Academic Information Fair to serve all University students, particularly those seeking alternatives to STEM limited enrollment program majors.

The Elevate Fellows grant was awarded by the Teaching and Learning Transformation Center to Peter Grybauskas for his proposal to redesign UNIV104 (Reading and Writing at the College Level) for students in the Scholastic Transition Educational Program (STEP). LTSC cosponsored this proposal which plans to implement this change in fall 2015 allowing UNIV104 and ENGL101A to work in tandem. A service-learning component was also proposed for the course, which allows students a chance to put their reading and writing into practice while actively contributing to their community.

LTSC established four new committees to focus on Diversity, Career Readiness, Sustainability and Development, and made significant advancement in all areas. LTSC partnered with faculty in the Colleges of Arts and Humanities and Behavioral and Social Sciences to pilot a new approach to diversity by incorporating the “Sticks + Stones” project into Business Exploration Series and SES sections of UNIV100. Sticks + Stones used student-created artwork and related activities to promote stronger cross-cultural awareness and reconsideration of stereotypes. This project was awarded a Moving Maryland Forward grant through the office of Diversity and Inclusion for FY2016. Additionally, LTSC included students’ perceptions of inclusion and respect for diversity in the LTSC annual spring academic advising assessment and increased staff involvement in professional development opportunities concerning diversity and inclusion. In support of the University’s Climate Action Plan and Strategic Plan LTSC achieved Bronze status through the University’s Green Office Program by making significant changes to day-to-day operations. To assist with future development planning LTSC worked with University Relations to have all present and past LTSC students populated into the alumni database.

The Law School Fair, held in cooperation with the Career Center and President’s Promise, generated revenue in the amount of \$26,894 for LTSC to support scholarships and other special initiatives. Additionally, Pre-Law Advising hosted a speed networking event that connected 44 students with Maryland alumni.

LTSC continued to improve services by enhancing the use of technology in all areas, including recruitment, orientation, academic advising, assessment, training, and retention. LTSC released a new website that streamlines delivery of information about admission, orientation and majors to newly admitted transfer students. LTSC continued to leverage technology to increase efficiency while furthering sustainability efforts. These practices include: revamping orientation presentations to serve international students, successfully converting registration for LTSC events to an online appointment system, updating orientation hardware to maximize resources, and increasing use of swipe card technology to streamline event check-in and attendance reporting.

## Comparative Student Data

### Total University and Letters and Sciences Majors Fall 2013 and Fall 2014 (Based on IRPA Profiles – Number of Registered Majors)

Fall 2013			Fall 2014		
Campus Total	LTSC	%	Campus Total	LTSC	%
26,658	3,531	13.2	27,056	3,759	13.9

### New Letters and Sciences Majors Fall 2013 and Fall 2014 (Based on IRPA Profiles – Number of Registered Majors)

Students	Fall 2013			Fall 2014		
	Campus	LTSC	%	Campus	LTSC	%
First-Time Freshmen	4,021	1,089	27.1	4,130	1,144	27.7
New Transfer Students	2,228	735	33.0	2,247	831	37.0
<b>Totals</b>	<b>6,249</b>	<b>1,824</b>	<b>29.2</b>	<b>6,377</b>	<b>1,975</b>	<b>31.0</b>

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

Term	# of students on LTSC caseloads*	Students changed out of LTSC major code	
		#	%
Fall 2013	3,369	1,078	32.0
Spring 2014	3,221	728	22.6
Fall 2014	3,625	1258	34.7
Spring 2015	3,208	669	20.9

\* 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 2013	119	3,369	3.5
Spring 2014	183	3,221	5.7
Fall 2014	132	3,625	3.6
Spring 2015	202	3,208	6.3

\* 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 2013	3,369	372	11.0	287	8.5
Spring 2014	3,221	373	11.6	192	6.0
Fall 2014	3,625	412	11.4	272	7.5
Spring 2015	3,208	309	9.6	155	4.8

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

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

	Retained or Graduated				Graduated		
	*Cohort Size	After 1 Year	After 2 Years	After 3 Years	After 4 Years	After 5 Years	After 6 Years
<b>Fall 2008</b>	3,896	93.1%	89.6%	87.8%	67.0%**	82.3%**	84.6%
<b>Fall 2009</b>	4,190	95.2%	91.7%	89.7%	69.5%**	84.5%	
<b>Fall 2010</b>	3,918**	94.5%	90.7%	89.5%	68.4%		
<b>Fall 2011</b>	3,985**	93.9%	90.8%	88.9%			
<b>Fall 2012</b>	3,892	94.7%	91.2%				
<b>Fall 2013</b>	4,011	95.7%					

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

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

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

	Retained or Graduated				Graduated		
	*Cohort Size	After 1 Year	After 2 Years	After 3 Years	After 4 Years	After 5 Years	After 6 Years
<b>Fall 2008</b>	1,021	89.9%	83.8%	82.1%	58.2%	76.2%**	77.8%
<b>Fall 2009</b>	1,057	93.5%	88.7%	86.2%	63.4%**	81.3%	
<b>Fall 2010</b>	998**	92.5%	86.7%	85.0%	58.5%		
<b>Fall 2011</b>	986	90.4%	84.6%	82.9%			
<b>Fall 2012</b>	1,019	92.8%	87.5%				
<b>Fall 2013</b>	1,080	93.7%					

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

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

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

	Retained or Graduated				Graduated		
	*Cohort Size	After 1 Year	After 2 Years	After 3 Years	After 4 Years	After 5 Years	After 6 Years
<b>Fall 2008</b>	35	97.1%	85.7%	77.1%	40.0%	65.7%	68.6%
<b>Fall 2009</b>	46	93.5%	84.8%	76.1%	54.3%	71.7%	
<b>Fall 2010</b>	39	92.3%	66.7%	66.7%	33.3%		
<b>Fall 2011</b>	48	93.8%	85.4%	85.4%			
<b>Fall 2012</b>	47	91.5%	70.2%				
<b>Fall 2013</b>	48	95.8%					

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

**LTSC Students on Academic Probation**

Semester	# of Students	Total LTSC Students	%
<b>Fall 2013</b>	165	3,369	5.0
<b>Spring 2014</b>	221	3,221	6.9
<b>Fall 2014</b>	140	3,625	3.9
<b>Spring 2015</b>	241	3,208	7.5

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

Semester	# of Students	Total LTSC Students	%
Fall 2013	684	3,369	20.3
Spring 2014	482	3,221	15.0
Fall 2014	526	3,625	14.5
Spring 2015	619	3,208	19.3

**Orientation Attendance by Letters and Sciences Students**

Matriculation Term	Freshmen	Transfers
Fall 2013	1,099	807
Spring 2014	765	364
Fall 2014	1,175	865
Spring 2015	655	421

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

**Pre-Law Data**

The following information looks at University of Maryland student data for application years 2012-2013 and 2013-2014. Student data for application year 2014-2015 will be available in February 2016.

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

	Seniors	All Graduates
Maryland (2012-2013)	95%	84%
*National (2012-2013)	86%	77%
Maryland (2013-2014)	96%	82%
*National (2013-2014)	86%	78%

Source: Law School Admission Council Pre-Law Advisor Action Reports ([www.lsac.org](http://www.lsac.org))  
\*National data is used for comparison.

**Course Summary Data**

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

The UNIV courses continue to serve as a valuable mechanism for introducing students to University of Maryland resources, expectations, and experiences.

**Course Enrollments\***

Course	Academic Year 2013 - 2014				Academic Year 2014 - 2015			
	Sections	Seats Offered	Seats Issued	%*	Sections	Seats Offered	Seats Issued	%*
UNIV100	29	580	485	83.6%	28	560	478	85.4%
UNIV106	--	--	--	--	1	20	17	85%
UNIV107	4	80	68	85%	4	80	66	82.5%
UNIV108	5	100	83	83%	5	100	101	101%
<b>Totals</b>	<b>38</b>	<b>760</b>	<b>636</b>	<b>83.7%</b>	<b>38</b>	<b>760</b>	<b>662</b>	<b>87.1%</b>

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

## MARYLAND CENTER FOR UNDERGRADUATE RESEARCH

Director: Francis DuVinage

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

The Maryland Center for Undergraduate Research (MCUR) saw increasing participation in its signature programs for FY2015. Most notably, a record number of posters and presenters were featured in the 17<sup>th</sup> annual Undergraduate Research Day, held in the Grand Ballroom of the Stamp Student Union. The Maryland Student Researchers (MSR) program continues to play a growing role in providing undergraduates with access to research opportunities offered by faculty during the year. For FY2015, the MSR program featured more opportunities than ever, with over 150 listings (often seeking more than one student each), compared with last year's high of 124 opportunities. Importantly, most MSR opportunities are open to beginning student researchers, making this effectively a "gateway" program. The MSR database is kept fresh through updates prior to the start of fall and spring semesters. The Maryland Summer Scholars (MSS) program, which funds summer research projects, received significantly more applications than the previous year, while MCUR also continued increasing its emphasis on encouraging qualified students to pursue competitive external research placements for the summer.

**Undergraduate Research Day** – FY2015 saw the largest number of poster presentations in the history of this event, with nearly 200 submitted proposals for Undergraduate Research Day on April 29. Last year 142 posters were shown by over 400 individuals and team members.

**Undergraduate Researchers of the Year** – For the past five years Undergraduate Research Day has opened with a celebration of the extraordinary accomplishments of approximately six undergraduate "Researchers of the Year." This has proven to be a popular and effective way of highlighting the very substantial involvement of Maryland undergraduates in the process of discovery. This year MCUR received a record 24 faculty nominations, compared with 19 last year.

**Maryland Summer Scholars Program** – MSS continues to attract strong interest from undergraduate researchers, with 49 applications this year, up from 38 last year. For each of the past three years MSS has awarded around 29 summer research grants, with about a third of these going to freshmen or sophomores.

**MPower Maryland Summer Scholars Program - Partnership with University of Maryland, Baltimore** – With strong support from both campuses, the MPower Maryland Scholars Program again received a grant for \$50,000 for summer 2015, to support 10 outstanding undergraduates, and was invited to submit a proposal for an additional \$10,000 to fund two more students. The program has attracted strong interest among Maryland undergraduates, receiving 29 applications for summer 2013, 40 for summer 2014, and over 60 for summer 2015.

**Enhanced Promotion of External Research Opportunities** – MCUR continued to increase its outreach to students about high-value external research opportunities, conducting 16 separate sessions attended by over 180 students. The aim of this outreach is to significantly increase students' summer research opportunities in an environment of limited internal resources. Special

sessions were designed to inform students from groups underrepresented in STEM research of opportunities. The latter effort generated 23 applications to the Committee on Institutional Cooperation Summer Research Opportunities Program by Maryland undergraduates.

## NATIONAL SCHOLARSHIPS OFFICE

Director: Francis DuVinage

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

University students and alumni performed very strongly in FY2015 across a wide range of prestigious national scholarship competitions, earning awards worth over \$7,800,000. Success in the Rhodes Scholarship competition, with the University's first award in 43 years, was the year's most notable result. Overall, the University excelled in comparison with public research institutions across a range of 24 annually-tracked awards, topping Big 10 schools by a wide margin, and ranking second only to Berkeley in the University's peer group. Especially notable outcomes this year include earning the most awards nationally in the Boren Scholarship competition for the fourth consecutive year, and tying for first nationally in the NOAA Hollings competition for the first time. In addition, Maryland ranked seventh among public research institutions, and tied for 15<sup>th</sup> overall, in National Science Foundation Graduate Research Fellowships Program (NSF GRFP) won by undergraduates and recent alumni. Undergraduates and alumni also led, or tied for the lead, among Big 10 institutions in results for the Goldwater Scholarship and the Gilman International Scholarship, and ranked second in the Big 10 in the Critical Language Scholarship program. This year's highlights include results in the following programs:

**Rhodes Scholarship** (award for two years of graduate study at the University of Oxford, U.K.) Fang Cao won the University's first Scholarship in 43 years. University students have now earned all five major UK scholarships over the past six years. Cao, a neuroscience major, will study pharmacology and medical anthropology at Oxford before attending medical school in the U.S. The scholarship covers all study, living, and travel costs for two years at Oxford. Maryland's advising for UK post-graduate fellowships is led by Prof. Richard Bell.

**Soros Fellowship** (award for graduate study for immigrants or children of immigrants to the U.S.) Krzysztof Franaszek is Maryland's first Soros Fellow since 2000, and was previously a two-time recipient of the Gates-Cambridge award. The Soros award provides up to \$25,000 in stipend support, as well as 50 percent of required tuition and fees, up to \$20,000 per year, for two years.

**33 National Science Foundation Graduate Research Fellowships Program (NSF GRFP)** (award supporting 3 years of graduate study in STEM, social and behavioral sciences) Each NSF Fellowship is worth over \$138,000 over three years. In the past two years University seniors and recent alumni have won a total of 55 NSF Fellowships, more than any other Big 10 institution.

**Goldwater Scholarship** (award for excellence and promise in the sciences and engineering) The Goldwater Scholarship provides awards worth up to \$15,000. Since the establishment of the new National Scholarship Office (NSO) seven years ago University nominees have earned more Goldwater Scholarships than any peer institution, and have tied with Minnesota for most awards in the Big 10.

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

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

**Critical Language Scholarships (CLS)** (award for intensive summer critical language studies abroad) CLS is a State Department program. This year's 11 awards surpasses Maryland's previous high of nine (earned last year), and places Maryland first among peer institutions and second among Big 10 universities for 2015.

**Gilman Scholarships** (award for study abroad for Pell Grant recipients) Maryland Pell Grant recipients led Big 10 institutions with 31 Gilman Scholarships for study abroad for spring, summer, and fall 2015.

**Fulbright U.S. Student Program Awardees** (awards for research, study, or English teaching abroad) The Fulbright U.S. Student Program provides long-term international exchange opportunities for study, research or English teaching projects. This year's 12 Fulbright awards will earn the University its fifth designation as a national "Top Producer" of Fulbrights since the establishment of the new NSO seven years ago. Maryland's advising for Fulbright U.S. Student Grants is led by Prof. James Gilbert.

Over the past four years NSO has prioritized developing the University's competitiveness in the important NSF GRFP. This effort succeeded: Maryland ranked among the top seven public universities each of the past two years in the number of seniors and recent alumni receiving awards, and led the Big 10 over that period. Essential to the NSO's success has been stimulating "ownership" of the NSF GRFP program by Dean's offices across campus. For example, this past year, for the first time, the associate dean for research in the College of Behavioral and Social Sciences (BSOS) conducted an application-preparation seminar for BSOS graduate students which proved highly effective. BSOS graduate students won seven NSF awards, by far the most ever for the College. This summer, BSOS will offer a one-credit application preparation seminar for its undergraduate NSF GRFP applicants. Similarly, success in the State Department Gilman International Scholarship Program has been a collaborative effort between the NSO and the offices of Education Abroad and Student Financial Aid. Working closely over the past year, the joint recruitment and advising effort produced a record 69 Maryland applicants who enjoyed a 45% success rate, earning study abroad scholarships worth over \$111,000.

## NSO - Major National Scholarships Results FY2012-2015

Scholarship Name	FY2012	FY2013	FY2014	FY2015	Gain/Decrease over FY2014
Beinecke Scholarship	0	1	0	0	-
Bridging-Japan	1	1	0	1	+1
Critical Languages Scholarship	4	8	9	11	+2
DAAD*	3	1	1	3	+2
Ford Pre-Doctoral	1	0	0	0	-
Freeman-Asia	3	1	@	@	-
Fulbright	16	15	10	12	+2
Goldwater	2	3	3	4	+1
Gilman	20	32	27	31	+4
Gates Cambridge	0	1	1	0	-1
Marshall	0	0	1	0	-1
NDSEG** Fellowship	3	3	0	7	+7
NOAA*** Hollings	3	1	4	9	+5
NSF GRFP****	32	32	45	33	-12
NSEP***** Boren Scholarship	8	10	12	9	-3
NSEP***** Boren Fellowship	5	1	2	2	-
Pickering/Rangel	1	0	0	3	+3
PPIA*****	N/A	2	0	2	+2
Rhodes	0	0	0	1	+1
SMART*****	6	3	1	#	
Soros Fellowship@	0	0	0	1	+1
Truman	1	1	1	0	-1
Udall	1	0	0	0	-
Winston Churchill	0	0	0	0	-
<b>TOTALS</b>	<b>110</b>	<b>116</b>	<b>117</b>	<b>129</b>	<b>+12</b>

# 2014-15 complete results have not yet been officially published for the SMART program.

@ The Freeman-Asia program is defunct; it is replaced in this chart with the Soros Fellowship, a highly competitive award for Americans of recent immigrant origin providing support for graduate studies.

\* DAAD – German Academic Exchange Program

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

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

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

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

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

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

## **ORIENTATION OFFICE**

**Director: Gerry Strumpf**

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

The Orientation office implemented new components for the 2014-2015 year. Social programming changes were made to the transfer program at little cost, which included a resource-based campus tour for students and an afternoon reception and panel discussion following academic advising. Orientation continues to collaborate with International Students and Scholar Services and the Office of Undergraduate Admissions to provide stellar Orientation programs for incoming international freshmen during the summer and winter seasons. By making more Orientation programs available to in-country international students (i.e. those in boarding schools), this initiative helps integrate these new students into the general student population and address international student melt issues. The changes in Parent Orientation have focused on building stronger relationships with the offices presenting sessions during the Orientation program to better disseminate information during the presentations and online following Orientation. Orientation has also re-introduced a no-cost evening social for parents travelling from out of town or wishing to connect with other new parents. Additionally, a two-day Transfer Orientation Program was piloted during the 2015 summer.

### **One Project**

The One Project, a comprehensive freshman year experience program, continued in collaboration with the LGBT Equity Center. With its third cohort of students, the One Project continued to provide social and educational events, resources, and support for first year LGBTQ students. Specifically, the One Project:

1. Enrolled 12 Students in UNIV100
2. Had more than 300 student attendees at 22 events in the fall and spring semesters, including trips to the Human Rights Campaign headquarters and National Center for Transgender Equality.
3. Hosted seven students for an Alternative Spring Break trip to Boston, MA focusing on service and education regarding LGBTQ youth health issues. This was the second annual Alternative Spring Break trip hosted and planned by the One Project.
4. Co-hosted 15 students at the inaugural Queer Camp LGBTQ student leadership retreat with the LGBT Equity Center in October.
5. Presented two educational sessions at the National Orientation Directors Association Region VIII Conference in Washington, DC. The presentation on Queer Camp and LGBTQ leadership development was awarded best professional presentation and will be the showcase Region VIII presentation at the national conference.

### **Returner Orientation Advisor Leadership Development**

During the spring semester, leadership workshops for Orientation advisors returning for the 2015 Summer Orientation Program were developed. These workshops focused on Strengths Quest, leadership, resume writing, career building, and conflict management. There was also a leadership training program for student coordinators.

## UNIV100

During this year Orientation developed two new sections of UNIV100 that will be offered in fall 2015, one for mechanical engineering students and one for first-generation students. The College of Arts and Humanities will no longer offer UNIV100 courses, as they have developed a new course that combines research and transition issues of new students. Orientation will continue to support their request for Myers-Briggs trainers for these sections.

A committee was initiated by the Orientation Office to develop a two-hour sexual assault prevention program for UNIV100. A session has been vetted and ten sections will pilot this program during fall 2015.

## Orientation Program Attendance

### Orientation Attendance Summer 2013 and Summer 2014

	Summer 2013	Summer 2014
<b>Freshmen</b>	3,896	4,016
<b>Transfers</b>	1,836	1,808
<b>Parents</b>	3,721	4,102

### Orientation Attendance Winter 2014 and Winter 2015

	Winter 2014	Winter 2015
<b>Freshmen</b>	279	205
<b>Transfers</b>	813	971
<b>Parents</b>	330	365

### Terrapin Trip Participation

	Summer 2013	Summer 2014
<b>Number of Participants</b>	374	375

## Course Summary Data

### UNIV100 and 101 Courses

	Fall 2013	Spring 2014	Fall 2014	Spring 2015
<b>Number of Sections Offered</b>	114	9	72	5
<b>Number of Students Enrolled</b>	2,022	90	1,218	50

**PRE-COLLEGE PROGRAMS**  
**Executive Director: Georgette Hardy DeJesus**  
**[www.precollege.umd.edu](http://www.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. 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 serves students attending local area target schools in Prince George's and Montgomery Counties and Washington, D.C.

Pre-College programs is composed of two U.S. Department of Education grant funded Upward Bound programs, one U.S. Department of Education grant funded Upward Bound Math and Science program (UBMS), and the LIFT Program, a self-sustaining entrepreneurial initiative.

“Doing more with less” describes the climate at PCP this year. It is apparent that the changing demographics, economic disparity, poor attendance, lack of preparation, and low performance throughout target school communities have left the target areas in need of additional academic, social, and cultural enrichment services. This year, Pre-College Programs strategically focused its efforts to meet the needs of students at their target area high schools. The positive role models, tutorial support, and personal enrichment provided by the program have assisted students in graduating from high school and matriculating in and graduating from postsecondary institutions at rates higher than their cohorts. Through increasing presence, adding professional support, and providing PCP staff-led workshops, PCP's expertise has made the programs highly visible and highly valued on campus and within the surrounding community.

During FY2015, Pre-College Programs' three grant-funded programs served 220 students, with 110 of those students attending the summer residential program. In addition, the LIFT program, which is designed to provide academic enrichment services to non-target school students, served 142 participants. During the year PCP's retention rate was 94 percent compared to the U.S. Department of Education's standard of 80 percent. The postsecondary enrollment was 94 percent compared to the Department of Education's standard of 85 percent, and the college completion rate was 80 percent compared to their standard of 75 percent. Furthermore, during FY2014, 99% of PCP graduating seniors applied to postsecondary institutions and 100% of these students were admitted to colleges and universities. Pre-College Programs also tracked the postsecondary retention rate of its 2008 graduates from the National Student Clearinghouse and found that 59% completed baccalaureate degree programs within six years. This rate of completion is comparable to the degree attainment rate for all undergraduate students nationally.

During the summer, Pre-College Programs continued to offer living-learning communities (LLC) to enable students to develop their knowledge building, problem solving, and critical thinking about vital civic issues at the local, national, and global levels. The LLCs enhanced student educational experiences, while building community using theme-centered group learning. Community themes included Global and Civic Engagement, Environmental Science and Society, Research and Technology, Math and Economics, Arts and Humanities, and Business and

Entrepreneurship. In response to the recent political and social events that have occurred, plans for the coming summer include infusing a social justice focus in all communities.

In June, Pre-College Programs hosted an Alumni Reception and Graduate Ceremony. The event drew over 40 alumni who participated in welcoming the 2015 graduates into the alumni program. Pre-College Programs' graduating Class of 2015 included recipients of numerous scholarships, grants, and awards. This year's class includes several students who have received full-tuition scholarships from their chosen universities. The Class of 2015 included a recipient of Howard University's Legacy Award (full-tuition), a Stevenson University Presidential Merit Scholarship winner (full-tuition), and a Posse Scholarship recipient who will attend Bucknell University.

Pre-College Programs made significant progress towards completing its strategic plan for 2015-2020. Staff worked toward setting goals and creating specific objectives, many of which are currently planned for implementation starting in summer 2015. For example, PCP worked to further align its academic classes with the State of Maryland's Common Core Standards. The University's Teaching Learning and Transformation Center conducted workshops on teaching innovations and technology, and classroom environments. Summer faculty were encouraged to use these standards and techniques to enhance their instruction.

### External Revenue Acquisition

Source	FY2014 in \$	FY2015 in \$
Three Upward Bound Grants from the Department of Education	\$1,046,760	\$1,104,528
Donated Funds (Including parent hours)	\$951	\$1,970
<b>Total</b>	<b>\$1,047,711</b>	<b>\$1,106,498</b>