Standard IV: Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

This standard addresses the institution's commitment to admitting, enrolling, educating, and graduating undergraduate and graduate students from all of our academic programs having experienced the appropriate support systems integral to promoting their success. The elements of this standard look for evidence of sound entrance processes and documentation of student achievement at both the undergraduate and graduate level. It also offers the opportunity to describe the many ways in which the student experience is supported through programs parallel to and in concert with the academic mission.

Evidence presented within criterion 6 of Standard IV can be linked to item 8 of the Requirements of Affiliation.

Criterion 1: Clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including:

a. *accurate and comprehensive information regarding scholarships, grants, loans, repayment, and refunds;*

The university has an established policy for setting tuition and fees, room and board, and mandatory fees. Information about all direct and indirect costs is detailed across several websites and accessible to all prospective and current students, special student populations and other audiences. As noted in Standard II, Criterion 6, details about payment options, grants, scholarships, loans and loan counseling, work, payment schedules, late fees, special circumstance appeals and refund policies and practices are easily available.

The Office of Financial Aid offers comprehensive information regarding expenses (including assessment of total educational costs, not simply direct costs to students), financial aid, scholarships, grants, loans, repayment options and policies (along with video tutorials), and refunds for undergraduate and graduate students. It also has information about how to appeal for additional aid based upon special circumstances and links to any form needed for financial aid purposes. Population specific information for veterans, international students, student athletes, transfer students, and undocumented students can be accessed through the Financial Aid web site.

The Undergraduate Catalog includes information regarding tuition, fees, room and board, instructions about how to pay, an explanation of fees, and descriptions of scholarships and need-

based financial aid. The Graduate Catalog includes comprehensive information about all charges for graduate students, including fee schedule, loans (including emergency loans), refunds, overload pay for graduate assistants and fellows, and policies guiding all of the above. The Office of the Bursar has information about university charges, payment options and schedules, late fee policy, mandatory fees, refund policy and schedule, and online services and forms.

Information for many of the special populations served, including veterans, international students, student athletes, and transfer students, is available and accessible. Specific information for undocumented students and students with disabilities, however, is not available or is difficult to locate. The two university offices with primary responsibility for providing this information, the Offices of the Bursar and Student Financial Aid, provide the most detailed and thorough information. General information provided by these offices about cost and financing options is more difficult to locate and understand – the general is lost in the detail. The Undergraduate and Graduate Catalogs provide a good balance of offering general information along with details. The websites managed by the Office of Extended Studies and the Registrar are clear and helpful as well.

While the university has enacted a new policy on differential tuition for certain majors that is very clearly articulated and includes a thorough FAQ document through the Office of the Bursar, other program specific fees are not as easily accessible. A thorough review of financial information, policies and procedures for students who are undocumented or with disabilities should be undertaken order to better inform these two populations. Newly adopted differential tuition for majors should be made available through affected majors and departments as well as through Financial Aid and Bursar offices.

The university has met the elements of this criterion by publishing references to campus policies in multiple on-line resources. Improving the accessibility of these policies provides an opportunity for UMD to provide clarity to its students [**contributes to recommendation #2**].

b.   *...a process by which students who are not adequately prepared for the study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals;*

The Office of Undergraduate Admissions works in collaboration with departments and colleges to facilitate access to a college education for students who, if evaluated on traditional criteria, might not have access to the University of Maryland. Through the Office of Undergraduate Studies, the Student Success Office offers services and resources to assist students in completing their undergraduate degrees including centralized resources for students, advisors, and faculty and leading retention initiatives. The Pre-College Program is comprised of Upward Bound programs intended to provide academic and social opportunities in preparation for college, while the Pre-Transfer Program provides information and advising for students intending to transfer to the institution. In addition, UMD has developed relationships with community colleges to advise prospective UMD students and to ensure a proper transition to UMD. UMD also offers preparation and support for students who are identified as underprepared at the point of admissions. This includes the Summer Transitional Program and the Federal Trio Academic Achievement Programs.

For 15 years, UMD's department of Mathematics has provided developmental math instruction to help students complete their targeted fundamental math requirement in one semester. The university uses a placement test for all students, rather than relying solely on course grades or SAT scores, to guide students into their first math course. About 75% of entering freshmen have already completed fundamental math; another 16% succeed in placing into a credit-bearing entry-level course (MATH 11x). About 6% are given the option to complete a five-week, computer-based, intensive training period (MATH 01x), and then retake the placement exam. The vast majority of these students are successful and transition into the relevant MATH 11x course mid-way through the semester. They consistently do as well on final exams and are retained at the university at the same rate as those who begin in MATH 11x. This longstanding program has been recognized nationally as a successful and efficient model for developmental mathematics.

Students must maintain a 2.0 grade point average for satisfactory academic performance; students will be placed on "academic probation" if their GPA falls below 2.0, and they will receive a notice from the Student Success Office. Academic policy requires students on probation to consult with an academic advisor. Likewise, the academic college will be notified and the probationary status noted on the academic transcript. Academic advisors may then attempt to identify the difficulties and suggest resources to assist the student with achieving their educational goals. The Student Academic Success-Degree Completion policy also requires students to meet with advisors if they fail to make satisfactory progress in the major. This would support students who are in a declared major. There are many offices and a number of colleges that offer programming to ensure that once students have been identified, they are placed and supported. Examples include Academic Achievement Programs and Student Success.

While there is evidence of substantial advising resources across the campus, students' success in achieving educational goals is self-initiating. Students who are placed on academic probation must meet with an advisor, but this occurs after they have performed poorly. Anecdotally, students experience a lack of coordination between various offices in assisting students who demonstrate that they are not adequately prepared. The university is in the process of procuring a "customer relationship management" system, for which one application is the development of a more intentional and collaborative approach to student advising and support from service units across campus.

The university has met the elements of this criterion by academically supporting students who show a need through either pre-admission characteristics or performance at UMD. This support could be more streamlined and made more consistent across resources [**contributes to recommendation #6**].

c.   *...orientation, advisement, and counseling programs to enhance retention and guide student throughout their educational experience;*

The New Student Orientation Office provides resources to introduce first-year and transfer students to academic and co-curricular opportunities that will enrich their experience at UMD. During summer orientation, the New Student Orientation Office partners with campus advising units, the Registrar's Office, living and learning programs, the division of Student Affairs, and the Office of Undergraduate Admissions to ensure that students are introduced to key resources

that will aid in their transition to UMD. Students also undergo placement testing and are then advised on an appropriate first semester schedule. Additionally, the office has designed a "student and the university" course titled UNIV 100 to provide on-going support for students as they learn to navigate the campus community and develop a sense of agency in their college planning.

A strong orientation program prepares students for academic and student engagement and is crucial to student success. Many students participate in UNIV 100 and similar courses that provide an introduction to the university. Those who do participate have the added benefit of access to resources and relationships that create a supportive environment as they move through their first semester on campus. While UNIV 100 course content is reviewed on an annual basis, continuing requests for additions to the curriculum beyond the available time and space suggests that an overall assessment of its learning goals and a re-evaluation of its content would be valuable [**contributes to recommendation #5**].

All academic colleges have undergraduate advising offices that provide academic support in helping students navigate their college experience with an aim toward timely degree completion. The colleges work in close partnership with various units within the Office of Undergraduate Studies, Registrar's Office, Admissions, Counseling Center, as well as other offices on campus to assess issues that impact student retention/graduation and implement appropriate strategies. Many of these networks meet regularly to provide oversight and help to streamline policies and procedures that impact the academic and advising experience for students. The Student Academic Success-Degree Completion policy is used across colleges to guide students through their academic planning toward timely degree completion. At the undergraduate level (and for some graduate students), there are number of programs in place designed to address the retention needs of specific populations of the university community. In most cases, these units provide targeted support and guidance that may include advising, tutoring, counseling, career advising, mentoring, and programming that speaks to the needs of the specific population.

For graduate students, advising occurs within the departments with a faculty advisor/mentor. Most college websites describe the individual programs and provide a point of contact within the program. Programming and outreach for graduate students varies by college. In many instances, students are referred to the Graduate School for admissions, funding (fellowships, assistantships), financial aid, supportive services and administrative support.

Tutoring is offered by many units. It is intended to complement the work of instructors, with attention to the needs of particular students and may serve as an effective intervention for those at risk for academic failure. The Student Success Office has developed an omnibus page for programs available to students. There are 14 described programs, generally available to all students, seven services organized by major or discipline, six "other" resources (e.g., Disability Support Services), and one independent program, organized by alumni. Each description links to the tutoring service.

The Counseling Center provides individual, group counseling, help for personal/social issues and education/vocational concerns and planning. Through Disability Support Services, accommodations and support are provided for students with documented disabilities. Learning Assistance Services offers academic counseling, academic success workshops, courses (EDCP

108B/M/G), guided study sessions, and math learning programming, all of which are designed to help UMD students with personal and academic strategies needed to be successful in college. The Counseling Center's focus on the holistic development of the student as well as their academic preparation make it a key campus partner in the effort to retain and graduate undergraduate and graduate students. Additional supports for the well-being of students outside of the classroom are provided by the Department of Resident Life and the University Health Center.

Students have access to a number of resources to help them navigate the academic experience. The Academic Success policy was developed to provide students with the advising support needed to facilitate timely degree completion. Each college is positioned to establish advising practices, procedures and resources that meet the needs of their respective student populations.

Centralized advising and support services for graduate students are not as plentiful or as identifiable as they are for undergraduate students, but are offered more through individual departments. UMD has an abundance of resources to aid in student retention and graduation; however, the decentralization of these resources can make it difficult for students and/or advisors to make appropriate connections. An effort to streamline the presentation of policies and procedures across campus could improve access to the many avenues for student support.

The university has met the elements of this criterion by its robust orientation, advising, and counseling programs. The decentralization of campus resources provides an opportunity for improvement to support student success [**contributes to recommendation #6**].

d. *...processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement*

The Undergraduate Catalog, Graduate Catalog, and admissions Web site, as well as Web sites of individual colleges and departments, offer detailed information regarding possible majors, minors, certificate programs, and graduate degrees. Students are encouraged to meet with advisors or staff at the University Career Center or Career Counseling Services to identify degree programs that meet specific career objectives. The University Career Center offers a resource room to research majors, career counseling, workshops and 1-credit courses to aid students who are uncertain of which majors to pursue. If undergraduate students are unable to find a major that aligns with their specific educational goals, the Individual Studies program enables them to design a tailored program of study supervised by a faculty member.

Undergraduate students who declare a major begin advising in the relevant department and/or college; academic advising is decentralized to colleges/schools and departments. Letters and Sciences is the advising home for the more than 3,500 undergraduates who are deciding on a major or completing requirements to limited enrollment programs (i.e., business, engineering, biological sciences, etc.). The fundamental mission of Letters and Sciences is to provide expert advising services to its population of first and second year students and transfers. Letters and Sciences 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 thus strongly influenced by advising within this unit.

During their first semester on campus, undergraduate students are required work with advisors to prepare a four-year plan that establishes a structured timeline of courses and criteria to guide them toward timely degree completion. They are required to maintain a 2.0 cumulative GPA in order to maintain satisfactory degree progress. Students are placed on academic probation if their cumulative GPA drops below 2.0, though specific requirements may be more stringent in some limited enrollment programs. Students with 60 or more credits may be dismissed from their academic programs if their cumulative GPA remains below 2.0 at the end of probation; students with fewer than 60 credits are permitted to remain on academic probation if their semester GPA is 2.0 or higher (even if the cumulative GPA is below 2.0). Registration blocks are used to mandate advising for students who fail to make regular progress toward their degrees or who fail to achieve required performance levels in their courses.

Campus support services for students on probation include academic advising in the colleges and schools, the Student Success Office, the Counseling Center (with resources to help students in crisis) and Learning Assistance Services (to help students develop study skills and find additional resources). Current undergraduate and graduate students are required to apply for graduation through the Office of the Registrar using a degree clearance process that audits their compliance with degree requirements. Undergraduate students and academic advisors use an online tool (formerly Degree Navigator, now in transition to U.Achieve) that evaluates academic progress toward degree completion.

Processes for transferring out of UMD are not standardized across the campus or colleges. The Office of Admissions and the Office of the Registrar offer assistance with obtaining official transcripts, and Admissions facilitates the process of gaining permission to take courses offered by nearby universities through the Washington Area Consortium. International Student & Scholar Services provides information for international students who would like to transfer out of UMD; it focuses on timelines and administrative procedures pertaining to SEVIS (Student and Exchange Visitor Information System, run by Immigration and Customs Enforcement) records. Students must work with institutions to which they would like to transfer to manage details. A non-hosted website, CollegeTransfer.Net, offers cross-university comparisons that include the University of Maryland.

The University Career Center is the campus's central resource for career development and placement. The student resources include a database of jobs and internships (Careers4Terps), tools for articulating interests and exploring careers, programs to gain experience and research graduate and professional schools, and to learn about policies and processes for internships and job placement.

The Career Center's annual guide includes processes for career decision-making and a four-year career plan. Both structure students' paths from undergraduate work and placement after graduation. Much of the Career Center's work is on-demand, driven by student requests; the majority of initial contacts are resume reviews, which allow Center staff to initiate sustainable processes to aid career planning. Integration of curricula and placement varies across the university. The Robert H. Smith School of Business requires a career development course and many of its majors are connected to recruiters by way of clubs and events. Students in other fields rely primarily on the Career Center or college-based career offices affiliated with the Career Center.

The variety of needs students experience with career planning makes it difficult to initiate early and effective support across the student body. There is, however, a robust quantity and variety of programs to connect curricular and co-curricular learning in support of educational goal attainment. With a knowledge rate of 78%, the annual Graduation Survey captures 92% rate of placement. Ninety-one percent of students who responded indicated some alignment between goals and employment, and 91% reported a relationship between employment and field of study. The Career Center appears to be well connected across campus. As an example, see Your Career, the "branch" of the Career Center associated with the College of Behavioral and Social Sciences. These nodes of career development serve students in specialized ways.

The Graduate School organizes a number of central services for all graduate programs. This includes admissions, policy, and student success information. Support of student degree completion and post-graduation placement is primarily the domain of distinct graduate programs.

The Graduate School, along with its Graduate Council, establishes policies and procedures for degree and certificate completion and is refining both as a result of recent study. The support of students toward completion is the result of cooperation between the Graduate School and the university's many academic units. The Graduate School is responding to changing needs; its Centennial Vision articulates a mission in support of both research and professional development. Of specific interest to graduate students and postdocs who are interested in continuing on in academia, the Teaching and Learning Transformation Center and the Graduate School collaboratively support the University Teaching and Learning Program, a year-long professional development opportunity in teaching and learning in higher education.

The Graduate School relies on program data and the Survey of Earned Doctorates to determine placement information. It directs students to The Versatile PhD, a tool designed to help graduate students prepare for placement outside academia, explore career interests, learn from the experience of a network of peers, and attend panel discussions on alternative careers. The Office of Faculty Affairs and the Graduate School have collaborated to establish an Office of Postdoctoral Affairs to provide some centralized support and career services for postdoctoral researchers.

The Career Center is developing a career-ready plan to shepherd undergraduates through a multi-year process that will include the following possibilities: a credit-bearing course on career development; a "career exposure experience;" a paid internship; a portfolio; and advanced seminars designed to enhance professional skills. These are meant to enhance campus-wide support of students' placement goals. As the Graduate School implements additional student support programs, these should be a prominent element of its web site and they will require a significant communications effort to ensure that individual departments help students take advantage of central resources.

The university has met the elements of this criterion by its attention to student success and movement through degree programs, and by the offering of robust career planning resources, both at the undergraduate and graduate levels.

Criterion 2: Policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches.

Transfer students are defined as those entering the university with at least 12 semester hours or 18 quarter hours of college credit from an accredited institution and a high school diploma. Information on the undergraduate transfer process is available and generally consistent across resources on UMD web sites. Information on the transfer process is organized around four themes: transfer admissions, transfer of prior learning credit, transfer of college credit, and resources for supporting transfer students throughout matriculation.

Transfer students are offered admissions based on merit; however, preference is given, on a space available basis, to students transferring from Maryland public institutions who have satisfied transfer admission requirements as outlined by the Maryland Higher Education Commission (MHEC). These include completion of 56 credit hours and at least a 2.0 GPA on a 4.0 scale. Students who are admitted to the university are not, however, guaranteed admission to a specific program.

The Maryland Transfer Advantage Program (MTAP) allows students to gain admission to UMD after completion of 30 credits or an associate's degree at regional community colleges, as well as satisfactory completion of the program's partnership opportunities and requirements (e.g. classes taken at UMD, pre-transfer advising, fundamental studies course completion). Once admitted, students may transfer in credits or receive UMD credit through different pathways. This process is arguably the most complex depending on the student's record. The process for students interested in receiving prior learning credits (e.g. AP, IB, AL/AS, competency-based learning, military experience) is more straightforward and standard than for students who wish to enter with transfer credit from other institutions.

Resources for understanding how credits will transfer are available through Transfer Credit Services on campus and the ARTSYS system through USM. Decisions regarding acceptance of transfer credit and how these apply are made by faculty experts within academic units. State regulations set the maximum credits allowed at entry is 60 from 2-year institution and 90 from 4-year institutions (or combination of 2- and 4-year institutions).

The Graduate School offers general guidelines regarding transfer credits that may be accepted and credit by examination; in both cases, this is typically limited to 6 credits. Transfer credits may not have been applied to completion of another degree (unless it is in a structured or student-generated dual degree program) and must be 400-level (or higher) course completed with a grade of B- or higher. Credit by examination is not available for 600 level or higher courses. There are no specific policies apparent regarding credits for experiential or prior non-academic learning.

Specific graduate programs usually do not post requirements or policies pertaining to transfer credits, but instead rely on evaluation on a case-by-case basis. Programs that do mention transfer of credits earned elsewhere may have more restrictive credit transfer policies than the Graduate School (e.g., criminology and criminal justice requires transferred courses to be completed with a

grade of B or higher). Individual departments review and approve such credits and then forward the request to the Graduate School.

There are provisions for advanced special student status (in which students enroll in graduate courses without being formally admitted to the program; up to 12 credits earned may count toward the degree if they are eventually admitted) and visiting graduate student status (students who wish to enroll at UMD but return to the graduate school in which they matriculated). In the latter case, students must submit letters from their home institutions indicating that credits earned will transfer before they are granted visiting student status.

The Graduate School recognizes up to six credits earned with a grade of B- or higher from other accredited institutions. Specific information regarding the courses for which individual departments will accept transfer credit is not generally publicized and in most cases must be navigated by students with their faculty advisors. With regard to transferring credits out, the Graduate School has a visiting student policy that ensures credit earned at UMD will be accepted prior to student arrival.

Transferring to the university is possible through multiple pathways, some of which are standardized, whereas others are not. Requirements for admission and requirements for transfer credit are usually based on different sets of criteria. Information is consistent across internal resources, and articulates the transfer process well. Where policies are and are not uniform is well articulated and transparent; regardless, it is the student's responsibility to navigate and understand transfer resources, which could lead to some confusion. How and what credits transfer is less standardized for college credit than for prior learning credit, due to the variance of credits coming in from other institutions.

The university has met the elements of this criterion through its efforts to admit and educate students from a variety of state and other institutions through partnerships and agreements. Multiple pathways allow for access to the university.

Criterion 3: Policies and procedures for the safe and secure maintenance and appropriate release of student information and records.

The university has policies and procedures in place for the secure maintenance and transfer of student information. At the infrastructure level, the university's Office of Data Administration maintains the systems that underlie student data, adhering to and in some cases establishing data policy and protocol to effectively house, protect, and share information. This office is critical in maintaining a strong infrastructure to reduce security threats and operational/usage mishaps. The data management structure provides a mechanism for understanding what data are available, where they reside, and who has responsibility for them.

UMD's data management structure is defined by five levels within the institution. At the highest level, the university is the "Data Owner". At the functional end, "Data Users" are any employee or student with lawful and appropriate access to a specific subset of data. All users must adhere to federal, state laws, and university regulations and policies regarding access.

Data Managers and Data Stewards manage the control and access to data for institutional purposes of analysis, record keeping and sharing, and reporting. The Office of the Registrar is the Data Manager for student records and registration, which controls descriptive student information, course information, degree information, and release of student records. The Registrar's office strictly adheres to established data policies, FERPA regulations, and other guidelines and restrictions around data sharing.

While policies and procedures are in place to protect data privacy, there have been vulnerabilities that have propelled ongoing improvement efforts to strengthen systems. On February 18, 2014, there was a security breach that exposed records containing faculty, staff, and student personal information. Immediately following this event, a Presidential task force on Cybersecurity was created to ensure the highest levels of security in our data maintenance practices and a series of implementation efforts have since been underway.

There have been significant improvements in security efforts since the data breach, including the a reorganization within the Division of IT to emphasize on security, the incorporation of identity risk scanning software and of an added step to access campus data, and the configuration of the Enterprise Systems and Data Policy Committee to advise senior leadership on issues of access and use of campus data in light of current policy and practice.

A challenge to the university's massive data infrastructure is the decentralized nature of the governance system, which leaves opportunities for data sharing and usage practices to lack standardization. Although the university has policies and procedures in place for managing student information with the utmost care and security, the implementation of such practices are not always standardized across data managers, stewards, and users. Campus procedures on data access are implemented differently across units. This increases the risk of data sharing breaches even with a strong data infrastructure.

The university has met the elements of this criterion by the organization of its data administration. The university has an opportunity to standardize data governance practices at the steward, manager, and user level to mitigate procedural differences [**contributes to recommendation #7**].

Criterion 4: If offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs.

The university's Athletic Council charter outlines the basic principles and organizational governance process for Intercollegiate Athletics. The report specifically speaks to the organizational governance standards in the areas of Academic Support, Institutional, Conference and NCAA Rules Compliance, Admissions, Student Discipline and Code of Conduct, Medical and Athletic Training Services, Financial Aid and Concern Reporting. The Athletic Council also prepared an Institutional Control Document in preparation for the move to the Big Ten.

The Academic Support & Career Development Unit (ASCDU) has a formal process for tracking student progress in courses and monitoring outcomes. They also have a Career Development Unit. Multiple levels of assessment are performed on a routine basis and in conjunction with

IRPA. Advising is done by the colleges. Athletes also have advisors/counselors in the Division of Athletics. In terms of oversight, the university's electronic stamps process provides support and oversight from the colleges. Coaches are prohibited from having "direct responsibility for exercising undue or improper influence over the hiring" of ASCDU staff. In addition, coaches are prohibited from engaging with faculty, advisors, as well as admissions and financial aid representatives on behalf of their students.

Oversight of academic, fiscal, administrative principles and assessment are provided on several levels; NCAA, Big Ten, and the university. The President has the authority to regulate and administer athletic and student activities subject to the authority and applicable regulations and policies of the Board of Regents. The Regents require that institutions have internal and external athletic policies and procedures in place that provide oversight of athletic programs and an avenue for required information to be delivered to the President and as appropriate the Chancellor and the Regents. The President is required to issue reports to the Regents on an annual basis that address academic issues, fiscal issues, and compliance issues within intercollegiate athletics. The Director of Athletics reports to the President and sits on the President's Cabinet. In addition, the Athletic Council is the primary body that advises the President on all matters relating to athletics. It is responsible for the development and recommendation of polices affecting athletics and for monitoring the implementation of these policies. The Athletic Council is chaired by the Faculty Athletic Representative who reports to the President and performs duties required by the NCAA, the Big Ten and the President. As a result of the move to the Big Ten, the Division of Athletics has performed a full review of its programs, which was helpful in evaluating operations and making adjustments where needed.

Most of the other extracurricular activities beyond intercollegiate athletics are supported through the Division of Student Affairs. They are divided into two primary areas for budget/finance purposes: state supported and self-supported or auxiliary. Self-support departments must generate sufficient revenue to balance their expenses and rely on student fees and revenue generation. Among them are Recreation & Wellness, the Student Union, Resident Life/Residential Facilities, Dining, Transportation, the University Health Center and Conference & Visitor Services. State supported units include the Office of Student Conduct, the Counseling Center, Greek Life, and University Career Services. Regardless of the type of unit, both adhere to the same administrative and financial procedures. Additionally, those departments that charge a mandatory student fee (e.g., Recreation, Student Union) must present a fee proposal annually to a university committee that has significant representation of undergraduate and graduate students, and must receive approval by the Division of Administration and Finance before enacting the fee. Additionally, both the undergraduate Student Government Association and the Graduate Student Government   maintain rigorous procedures for administering funds to student organizations and activities.

Athletics, student life and other extracurricular activities are regulated by the same academic, fiscal, and administrative principles and procedures as other units at the university, and are overseen by advisory committees comprised of students, faculty, and staff.

The university has met the elements of this criterion with its tremendous oversight of activities related to student athletes, including regulations issues by the NCAA and the Big Ten. Student

Affairs is partially run by student fees and self-support activities, and are thus governed by the fiduciary responsibility therein.

Criterion 5: If applicable, adequate and appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party providers.

Any and all student support services provided by third-party providers undergo institutional review and approval through the Office of Procurement. Three university policies are applicable – Approval of procurement contracts, procurement policy, and delegated purchasing authority. Contracting or purchasing student support services "designed, delivered, or assessed by third-party providers" must adhere to these policies. There are no such support services currently under contract with the university.

Criterion 6: Periodic assessment of the effectiveness of programs supporting the student experience.

Assessment of the student experience is critical to program effectiveness. Within the Division of Student Affairs, each department is expected to prepare a detailed report annually to be delivered to the Vice President. Such reports highlight accomplishment of prior years' goals and objectives, identify upcoming years' goals and objectives, and document the impact of programming on the student experience as well as assessment and learning outcomes efforts.

Eleven of the 14 units that comprise the Division of Student Affairs directly support student learning experiences. Results from the assessment efforts in these units often have relevance to academic partners. Most units have designated staff who provide leadership for routine and cyclical assessment projects. Divisional staff also serve on division- and university-wide assessment groups that coordinate large-scale projects and share findings from unit-based efforts.

In 2008, a Provost-appointed committee reviewed the university's living and learning programs (discussed in more detail in Standard V). The committee considered the quality of each program and the extent to which it achieved its mission, thereby establishing a framework for on-going assessment of effectiveness. All 29 programs currently undergo an annual review by a 12-member committee comprised of faculty and other administrators from a broad representation of campus. The process, although in its initial stages, evaluates each program's recruitment, retention, goals, student satisfaction, and individual student/campus impact. The new standards serve as an annual performance review of each program, measuring improvement from year to year.

Satisfaction surveys are conducted by most Student Affairs units. They follow two formats: surveys of individual students that accessed a particular service or participated in a program; and, surveys conducted randomly or cyclically to ascertain broad-based opinions. For example, the Counseling Center surveys all students at the conclusion of their initial intake appointment and at the conclusion of a series of prescribed counseling sessions. Resident Life, the Stamp Student Union, and the University Career Center give evaluations to all student attendees at workshops, events, and other programs. Dining Services conducts a satisfaction survey every other year with 1,000 randomly selected students; University Recreation & Wellness performs a self-study every three years that includes a student satisfaction survey. Results inform programmatic decisions and improvements in services.

All units track usage of services, resources, and programs. In instances where it is impractical to track individual participation via check-in stations, estimates of total attendance are recorded. When individual ID numbers are captured, data from the Student Information System allows reporting by major, class level, gender, race/ethnicity, and other characteristics.

Several units conduct environmental scans. The Residence Hall Evaluation Project, performed every two years with an average 90% response rate, captures students' perspectives on Resident Life staff and policies, safety and security, negative experiences due to identity, and interpersonal relationships. The University Health Center participates in the bi-annual National Health Assessment, as well as the AlcoholEDU survey administered to first-year students. Findings help guide health education efforts. Similarly, the Counseling Center monitors responses to questions in the New Student Census that relate to mental health and self-care habits.

Focus groups are used by several units to get a quick read on student attitudes and concerns. Resident Life's Common Ground program, in which small groups of students dialogue about multicultural issues, also provides insights about the living/learning environment. Journals kept by student interns coordinating Alternative Breaks and participating in community-service related internships yield other valuable perspectives on experiential learning.

Learning outcome assessments are conducted by selected units to measure gains in knowledge, skills or confidence. The 850 student assistants employed annually in University Recreation & Wellness receive assessments throughout their training to insure knowledge of safety, equipment use, and other procedural skills. Resident Assistants are systematically assessed on their understanding of policies and crisis response procedures, as well as their communication and interpersonal skills. Students participating in leadership and service learning opportunities have learning assessments at the culmination of their programs. The University Career Center measures learning outcomes for the 1,000 students enrolled annually in its class entitled PSYC 123: The Psychology of Getting Hired.

Several Student Affairs units undergo external accreditation reviews. The Accreditation Association of Ambulatory Health Care conducts an evaluation of the University Health Center every 3 years to address quality improvement efforts. The Counseling Center goes through a re-accreditation process every seven years with the International Association of Counseling Services, and its graduate intern counseling program is periodically reviewed by the American Psychological Association. Professional standards apply to units that require staff to maintain certifications, most notably in the Health and Counseling centers. Dining Services participates in benchmarking through the National Association of College & University Food Services to evaluate price points, productivity, sales and staffing.

Other significant assessments include an annual graduation survey conducted by the University Career Center that records the first-destination career outcomes of bachelor degree recipients. The Stamp Student Union receives grants for projects that require assessment of impact. The Campus Assessment Working Group surveys current students and alumni on broad questions of interest to the university and reports findings in campus forums and published Snapshots.

The university meets the elements of this criterion with its wealth of assessment activities throughout the Student Affairs divisions. Transparency of results from assessment activities it paramount, with lesson learned shared throughout the division.

Conclusion:

The university meets the criteria for this standard, with its commitment to the admission, retention and graduation of all students and their continued success in and out of the classroom. Student support services thrive across the university's academic and student affairs divisions.

However, challenges remain that contribute to several recommendations. The university publishes references to campus policies in multiple on-line resources. Improving the accessibility of these policies provides an opportunity for UMD to provide clarity to its students **[contributes to recommendation #2]**. The decentralization of campus resources also provides an opportunity for improvement to support student success for students who show a need through pre-admission criteria or performance at UMD **[contributes to recommendation #6]**.

UNIV 100 course content is reviewed on an annual basis, with continuing requests for additions to the curriculum beyond the available time and space. An overall assessment of its learning goals and a re-evaluation of its content would be valuable **[contributes to recommendation #5]**.

And finally, the university has an opportunity to standardize data governance practices at the steward, manager, and user level to mitigate procedural differences **[contributes to recommendation #7]**.

Documents and Appendices for Standard IV: Support of the Student Experience

Appendix IV.1 – Document List

a) Undergraduate Catalog: Fees, Expenses and Financial Aid
   http://www.umd.edu/catalog/index.cfm/show/content.chapter/c/49
b) Graduate Catalog: Financial and Student Support Policies
   http://apps.gradschool.umd.edu/Catalog/policy.php?tuition-and-fees
c) Differential Tuition Frequently Asked Questions
   https://financialaid.umd.edu/osfa/Differential_Tuition_FAQ.pdf
d) Office of the Registrar: Academic Regulations
   http://registrar.umd.edu/current/Policies/acadregs.html
e) Undergraduate Catalog: Student Academic Success-Degree Completion Policy
   http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1582/s/3248
f) Undergraduate Catalog http://www.umd.edu/catalog/index.cfm
g) Graduate Catalog http://www.gradschool.umd.edu/catalog/
h) Office of Undergraduate Admissions: Majors
   https://www.admissions.umd.edu/learn/majors.php
i) Undergraduate Catalog: Approved Minors
   http://www.umd.edu/catalog/index.cfm/show/content.chapter/c/127
j) Undergraduate Catalog: Approved Certificate Programs
   http://www.umd.edu/catalog/index.cfm/show/content.chapter/c/207
k) Graduate Catalog: Graduate Programs http://apps.gradschool.umd.edu/Catalog/public-programs.php
l) Limited Enrollment Programs http://www.lep.umd.edu/
m) Four-Year Plans Website Four-Year Plans Website http://www.4yearplans.umd.edu/
n) Career Center 2015 Graduation Survey
   http://careers.umd.edu/sites/careers.umd.edu/files/2015%20Graduation%20Survey%20Report.pdf
o) The Centennial Vision: Graduate Education at UMD: Research and Professional Practice for a Global Economy
   www.gradschool.umd.edu/sites/gradschool.umd.edu/files/uploads/centennial_vision_for_graduate_education_at_umd.pdf
p) Graduate Catalog Academic Policies: General Policies and the Academic Record
   http://apps.gradschool.umd.edu/Catalog/policy.php?the-academic-record
q) Introduction to Data Management
   http://it.umd.edu/dataadmin/ManageStructure/intro.html
r) Athletic Council Charter
   http://www.umterps.com/fls/29700/pdf/athleticcouncil/1415_Charter.pdf?DB_OEM_ID=29700
s) USM Policy on Approval of Procurement Contracts
   http://www.president.umd.edu/sites/president.umd.edu/files/documents/policies/VIII-310.pdf
t) UMD Procurement Policy http://www.president.umd.edu/policies/2014-viii310a.html
u) UMD Policy and Procedures for Delegated Purchasing Authority
   http://www.president.umd.edu/policies/2014-viii310b.html

Appendix IV.2 – Institutional Control Document

Private document

Appendix IV.3 – Supplemental Information on the Support of the Student Experience

Undergraduate Education

Academic Support Resources
Office of Student Success http://studentsuccess.umd.edu/
Academic Achievement Programs http://www.aap.umd.edu/
Office of Multi-Ethnic Student Education http://www.omse.umd.edu/
Center for Minorities in Science and Engineering http://www.cmse.umd.edu/

Advising
Undergraduate Catalog: http://www.umd.edu/catalog/index.cfm
- Pre-Transfer Advising: "Pre-Transfer Advisors provide advising for students interested in transferring from community colleges as well as four-year schools."
- Interim Advising Program (IAP): "The Interim Advising Program (IAP) allows students that transfer to Maryland with 60 or more credits, who are interested in a Limited Enrollment Program (LEP), to meet any outstanding requirements towards those majors and apply for admission. IAP students are assigned to a program coordinator who will help them to identify what requirements they have left to complete for their intended LEP as well as help them to select an alternative major."
- Transitional Advising Program (TAP): "The program provides comprehensive academic advising and academic support services to currently enrolled high credit (60+) students moving between colleges due to change in interest, inability to meet benchmarks or lack of sufficient GPA. TAP helps students identify and achieve their academic goals."
- Academic Achievement Programs: "Academic Achievement Programs (AAPs) primarily serve educationally disadvantaged, low-income, and first-generation college students. They provide academic support, advising and counseling, skill enhancement, and tutoring for these populations and for students with disabilities."
- Office of Multi Ethnic Student Education (OMSE): OMSE provides programs and resources that support the academic, personal and professional excellence of students. OMSE overs free tutoring to all students though not guaranteed. Additionally they provide programs and mentoring designed to support underrepresented populations.
- Student Success Office (UG): Services & resources to assist students in completing undergraduate degree, including coordinating reenrollment, centralizing resources for students, advisors & faculty, managing data from exiting students & leading retention initiatives.

Career Guidance
University Career Center: http://www.careercenter.umd.edu/

Internships and the University of Maryland: http://internships.umd.edu
College and Program Career Offices:
Robert H. Smith School of Business Career Services http://www.rhsmith.umd.edu/office-career-services
A. James Clark School of Engineering Co-op & Career Services http://www.coop.engr.umd.edu/
The Reed-Yorke Health Professions Advising Office http://www.prehealth.umd.edu/
Letters & Sciences: Pre-Law Advising http://www.prelaw.umd.edu/
School of Public Policy Career Services https://publicpolicy.umd.edu/career-services

Financial Support
Financial Aid Adele H. Stamp Student Union
http://thestamp.umd.edu/veteran_student_life/financial_aid
Freshmen Connection Program Financial Information
http://oes.umd.edu/freshmen-connection
Maryland Incentive Awards http://umincentiveawards.umd.edu/
Transfer Students Scholarships
http://www.financialaid.umd.edu/scholarships/transfer.cfm
Undocumented Student Financial Aid
http://thestamp.umd.edu/multicultural_involvement_community_advocacy/student_involvement_areas/undocumented_student_involvement/undocumented_next_steps

Legal Aid
Undergraduate Student Legal Aid:
http://thestamp.umd.edu/shops_services/undergraduate_student_legal_aid

Living and Learning Programs
General listing http://reslife.umd.edu/llp/
Beyond the Classroom http://www.beyondtheclassroom.umd.edu/
BioFIRE Living and Learning Program http://hhmi.umd.edu/biofire
Carillon Communities http://www.carillon.umd.edu/
CIVICUS Living and Learning Program http://www.civicus.umd.edu/
College Park Scholars https://www.scholars.umd.edu/
Women in Engineering Program http://www.wie.umd.edu/
Global Communities http://www.globalcommunities.umd.edu/
Hillman Entrepreneurs http://www.hillman.umd.edu/
Honors College http://www.honors.umd.edu/
Jiménez-Porter Writers' House http://www.writershouse.umd.edu/
Language House http://lh.languages.umd.edu/
Virtus/SEEDS http://www.seeds.umd.edu/programs/virtus

Orientation
Undergraduate Orientation http://www.orientation.umd.edu/
UNIV100 and UNIV101 Course Overview http://www.orientation.umd.edu/univcourses.html
UNIV100 and UNIV101 Learning Outcomes and Goals
http://www.orientation.umd.edu/univgoals.html

Other Office of Undergraduate Studies Programs
Office of Undergraduate Studies www.ugst.umd.edu
Air Force ROTC http //www.afrotc.umd.edu/
Army ROTC http //www.armyrotc.umd.edu
Federal Fellows http //www.federalsemester.umd.edu/
Global Fellows in Washington, DC http //www.globalsemesterdc.umd.edu/about-gs.html
Individual Studies Program http //www.ivsp.umd.edu/
Office of Letters and Sciences http //www.ltsc.umd.edu/
Naval ROTC http //www.navalrotc.umd.edu/
Pre-College Programs http //www.precollege.umd.edu/

Student Government
Student Government Association http//www.umdsga.com/
Student Organization Resource Center - Fee Allocation Process
http//www.sga.umd.edu/studentgroups/current_groups.html

Transfer
Transfer Admission
Transfer Admission in Undergraduate Admissions
https://www.admissions.umd.edu/page_documents/TransferAdmission.pdf
Transfer Applicant Requirements
https://www.admissions.umd.edu/requirements/TransferStudents.php
Maryland Transfer Advantage Program
https://www.admissions.umd.edu/requirements/MarylandTransferAdvantageProgram.php
Code of Maryland Regulation 13B.06.01.02-1 Admission of Transfer Students to Public
Institutions
http://www.dsd.state.md.us/comar/comarhtml/13b/13b.06.01.02-1.htm
ARTSYS Articulation System for Maryland Colleges and Universities
http://www.artsys.usmd.edu/
Transfer Advising
Transfer Credit Center http://www.transfercredit.umd.edu/
Pre-Transfer Advising http://www.transferadvising.umd.edu/
Transfer Course Database https://ntst.umd.edu/tce
Transfer Course Evaluation Process http://www.transfercredit.umd.edu/tceval.html
Undergraduate Catalog Transfer Credit Information
http://www.umd.edu/catalog/index.cfm/show/content.division/c/27/ss/3442

Transfer Credit for Prior Learning
Undergraduate Catalog Prior Learning Credit
http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/s/2582
UMD Policy and Procedures for Prior Learning
http://www.president.umd.edu/sites/president.umd.edu/files/documents/policies/2015-III-141A.pdf
Prior Learning Credit Information (Includes Advanced Placement, International Baccalaureate, Advanced Level/Advanced Subsidiary Level, College Level Examination Program, Basic Military Training, Departmental Proficiency Exams, and Non-Traditional Experiences)
www.transfercredit.umd.edu/plc.html

Graduate Education

Advising
The Graduate School http://gradschool.umd.edu/
Graduate School Catalog http://apps.gradschool.umd.edu/catalog/
Graduate School Forms http://www.gradschool.umd.edu/forms
Graduate Student Life Handbook http://thestamp.umd.edu/GH
Graduate Students Resources http://www.gradschool.umd.edu/students

Career Guidance
Graduate School—Alternative Careers after PhD
http://gradschool.umd.edu/students/opportunities-success/multiple-career-paths/versatile-phd

Student Government
Graduate Student Government: http://umd.orgsync.com/org/gsg/

Legal Aid
Graduate Student Legal Aid http://umddepartments.orgsync.com/org/gradlegalaid/home

Orientation
New Graduate Student Orientation: http://www.gradschool.umd.edu/newsroom/586
New Graduate Student Checklist: http://www.gradschool.umd.edu/admissions/application-process/after-you-are-admitted/checklist-new-students

Ombuds Office
Ombuds Office: http://www.gradschool.umd.edu/about-us/ombuds-office

Policies
Admission Policies http://apps.gradschool.umd.edu/catalog/admissions_policies.htm
Financial and Student Support http://apps.gradschool.umd.edu/catalog/financial_policies.htm
Registration Policies http://apps.gradschool.umd.edu/catalog/registration_policies.htm

Teaching Assistants
New Teacher Orientation
http://tltc.umd.edu/sites/tltc.umd.edu/files/grad_orientation_program_2015.pdf

Writing Support
Writing Initiatives http://www.gradschool.umd.edu/students/opportunities-success/writing-initiatives
Writing Workshops http://www.gradschool.umd.edu/graduate-school-writing-center/workshops

General

Academic Units
Colleges and Schools: http://www.umd.edu/directories/colleges.cfm

Academy for Innovation & Entrepreneurship
Academy for Innovation & Entrepreneurship: http://innovation.umd.edu/
Resources/spaces: http://innovation.umd.edu/learn/

Athletics
Athletics-Academic Support and Career Services (ASCDU)
http://www.umterps.com/ViewArticle.dbml?DB_OEM_ID=29700&ATCLID=208131539
Department of Intercollegiate Athletics http://www.umterps.com/
Student-Athlete Handbook
http://www.umterps.com/fls/29700/pdf/StudentAthleteHandbook.pdf?DB_OEM_ID=29700.
The Maryland Way: Department of Intercollegiate Athletics Strategic Plan 2012-2017
http://www.umterps.com/fls/29700/site_files/The_Maryland_Way_2014/main.swf?DB_OEM_ID=29700&DB_OEM_ID=29700

Counseling Center
Counseling Center (site under construction) http//counseling.umd.edu/
Learning Assistance Services http//counseling.umd.edu/LAS/
Disability Support Services http//counseling.umd.edu/DSS/

Data Sharing and Release of Information
Access to Person Related Data in the University Directory
http://it.umd.edu/sites/it.umd.edu/files/dataadmin/Documentation/Directory_Access_Person_Data.pdf
Office of the Registrar: Student Privacy (FERPA Explained)
http://www.registrar.umd.edu/current/Policies/FERPA.html
Undergraduate Catalog: Policy on disclosure of student education records
http://www.umd.edu/catalog/index.cfm/show/content.section/c/52/s/945

Undergraduate Catalog: Policy on the collection, use, and protection of ID numbers
http://www.umd.edu/catalog/index.cfm/show/content.section/c/52/s/1002
Institutional Review Board http://www.umresearch.umd.edu/RCO/New/
USM Policy on Student Social Media Privacy
http://www.usmh.usmd.edu/regents/bylaws/SectionV/V120.pdf

Diversity and Inclusion
Nyumburu Cultural Center http://www.nyumburu.umd.edu/
Office of Diversity and Inclusion http://www.diversity.umd.edu/
LGBT Equity Center http://www.umd.edu/lgbt/
Office of Multi-Ethnic Student Education (OMSE) http://www.omse.umd.edu/
Maryland Incentive Awards Program http://www.umincentiveawards.umd.edu/
Multicultural Involvements and Community Advocacy Office (MICA)
http://thestamp.umd.edu/multicultural_involvement_community_advocacy

Information Technology
Compliance and Standards (USM) http://it.umd.edu/security/Compliance/index.html
Data Policy http://it.umd.edu/dataadmin/DataPolicies.html
Division of IT Strategic Plan January 2013
http://it.umd.edu/sites/it.umd.edu/files/ITstrategy/documents/StratPlan_final0213.pdf
Division of IT Strategic Plan Spring 2014 Update
http://it.umd.edu/sites/it.umd.edu/files/ITstrategy/documents/StratPlanUpdates0414short.pdf
Information Technology Security http://it.umd.edu/security
Introduction to Data Management http://it.umd.edu/dataadmin/ManageStructure/intro.html
Office of Data Administration (manages the storage, security, and accessibility of campus data/data infrastructure) http://it.umd.edu/dataadmin/index.html
Resources for Students http://it.umd.edu/node/12316
User Administrative Rights http://it.umd.edu/node/12431

International Students
International Student & Scholar Services: Undergraduate Admissions
http://globalmaryland.umd.edu/offices/international-students-scholar-services/undergraduate-admissions
International Student and Scholar Services
(ISSS) http://globalmaryland.umd.edu/offices/international-students-scholar-services/about-isss
International Student Financial Information
http://www.financialaid.umd.edu/osfa/for_international.php
Office of the Bursar: International Payments http://bursar.umd.edu/International.php

Legal Aid
Student Legal Aid Office http://umddepartments.orgsync.com/org/studentlegalaid/home

Registration
Testudo: http://www.testudo.umd.edu/
Unofficial Transcript: http://www.testudo.umd.edu/uotrans/

Student Organizations
Student Organization Resource Center
http://thestamp.umd.edu/student_org_resource_center_sorc
OrgSync http://orgsync.umd.edu/

Tutoring
http://tutoring.umd.edu

University Libraries
2015 Annual Report http://issuu.com/umdlibraries/docs/umdlibraries2015annualreport
Research Commons http://www.lib.umd.edu/rc
University Libraries home http://www.lib.umd.edu/
University Libraries: Our Mission http://www.lib.umd.edu/about/deans-office/mission

Veterans
Office of Student Financial Aid: Yellow Ribbon Program
http://financialaid.umd.edu/osfa/yellow_ribbon_program.php
Veterans Scholarships http://www.financialaid.umd.edu/scholarships/veterans.cfm
Veteran Benefits http://registrar.umd.edu/veteran-benefits.html
Veteran Student Life http://thestamp.umd.edu/veteran_student_life/umd_scholarships

Appendix IV.4 – Referenced Campus Offices, Committees and Groups

a) Office of Student Financial Aid http://financialaid.umd.edu/
b) Office of the Bursar http://bursar.umd.edu/index.php
c) Student Success Office http://studentsuccess.umd.edu/
d) New Student Orientation Office http://www.orientation.umd.edu/
e) Office of Undergraduate Studies www.ugst.umd.edu/
f) Office of the Registrar http://registrar.umd.edu/
g) Office of Undergraduate Admissions http://www.admissions.umd.edu/
h) Counseling Center www.counseling.umd.edu/
i) The Graduate School http://gradschool.umd.edu/
j) Disability Support Service http://counseling.umd.edu/DSS/
k) Learning Assistance Services http://www.counseling.umd.edu/LAS/
l) University Career Center & The President's Promise http://careers.umd.edu/
m) Transfer Credit Services http://www.transfercredit.umd.edu/
n) Office of Data Administration http://it.umd.edu/security/DataAdmin/index.html
o) Department of Resident Life http://reslife.umd.edu/
p) University Health Center http://health.umd.edu/

Appendix IV.5 – Other References

a) Pre-College Programs http://www.precollege.umd.edu/overview-precollege.html
b) Pre-Transfer Advising: Academic Advising Information
   http://www.transferadvising.umd.edu/admitted/academicadvising.php
c) Academic Achievement Programs http://www.aap.umd.edu/
d) UNIV100 and UNIV101 Course Overview
   http://www.orientation.umd.edu/univcourses.html
e) Tutoring@UMD http://www.tutoring.umd.edu/
f) Counseling Center: Learning Assistance Service: Math Learning Program
   www2.math.umd.edu/~jmr/141/MathLearning.pdf
g) Counseling Center: Career Counseling Services
   http://www.counseling.umd.edu/cs/counseling/career/
h) Individual Studies Program http://www.ivsp.umd.edu/
i) Office of Letters and Sciences http://www.ltsc.umd.edu/
j) International Student & Scholars Services: SEVIS Transfer
   http://globalmaryland.umd.edu/offices/international-students-scholar-services/sevis-transfer
k) CollegeTransfer.Net http://www.collegetransfer.net/
l) College of Behavioral and Social Sciences: Your Career
   http://bsosundergrad.umd.edu/your-career/your-career
m) University Teaching and Learning Program http://tltc.umd.edu/content/utlp
n) Survey of Earned Doctorates https://www.nsf.gov/statistics/srvydoctorates/
o) The Versatile PhD https://versatilephd.com/
p) Maryland Transfer Advantage Program https://www.admissions.umd.edu/apply/mtap.php
q) Data Managers http://it.umd.edu/dataadmin/ManageStructure/managers.html
r) Data Stewards http://it.umd.edu/dataadmin/ManageStructure/stewards.html
s) Athletic Academic Support & Career Development
   http://www.umterps.com/ViewArticle.dbml?DB_OEM_ID=29700&ATCLID=208131539
t) AlcoholEdu http://www.studentaffairs.umd.edu/student-life/alcoholedu
u) Campus Assessment Working Group (CAWG)
   https://www.irpa.umd.edu/CAWG/index.html

Appendix IV.6 – Other Sources Evaluated by Review Team

a) Closing the Achievement Gap 2014-2015 (private document)
b) Strategic Plan Implementation: Second Year (FY 2010); Task Forces, Councils and Committees http://provost.umd.edu/SP07/Implement2/TaskGroupsYear2.cfm
c) Office of Undergraduate Studies: Annual Report FY2015 http://www.ugst.umd.edu/annualreport/FY2015AnnualReport.pdf
d) CAWG Snapshot of Student Experiences: Transfer Students https://www.irpa.umd.edu/CAWG/Reports/2015/snapshot_june15.pdf