

# UMD Global Classroom Participant Analysis

**Team IC23057:** Matthew Chin, Ramith Wijesinghe  
Kidus Solomon, and Courtney Brandon





# Background

A faint, light gray world map is centered in the background of the slide, behind the Global Classrooms logo.

**GLOBALCLASSROOMS**

*Engage globally from wherever you are*

After Covid-19, Global Classrooms courses and the student population participating in GC have increased significantly. With this in mind, the OIA seeks to understand the student diversity trends for the previous semesters of GC. This task is relevant to OIA in its efforts to...

- 1) Devise steps to provide “Global Learning for all” to every UMD student
- 2) Communicate and engage with faculty interested in participating in GC as well as institutional authorities who are interested in learning the development of this unique initiative.



## **Goal: Analyze Diversity Trends In UMD and Global Classroom Data**

1. How is the student diversity of Global Classrooms compared to UMD College Park student diversity?
2. How does the student diversity (understood as race, ethnicity, gender, college, residency) vary by semester? By academic year?
3. Do these trends vary by student status (undergraduate/graduate)?
4. How does the number of courses vary by semester? By academic year?



# Analytic Tools



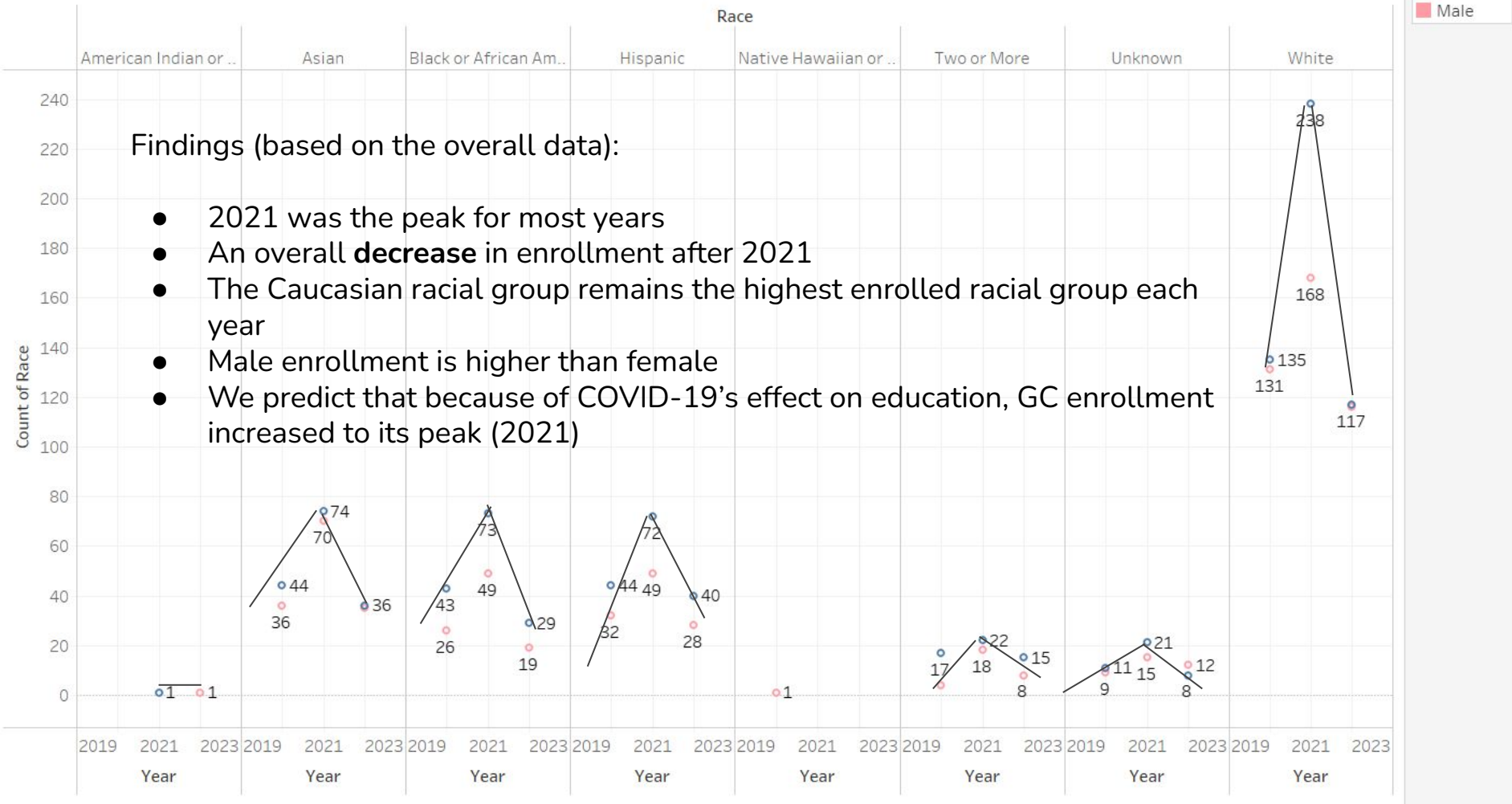
- **Tableau** (data visualizations)
- **Microsoft Excel** (To manipulate GC data to fit our needs)
- **RStudio** (data analysis)
- **Jupyter Notebook** (data analysis)



# Undergraduate Data



# Race and Gender Data (GC)



# STUDENTS BY RACE & GENDER



## SELECT ORGANIZATION:

College

All

Department

All

Major

All

## SELECT STUDENTS:

All Undergraduates

## SELECT DATA VIEW:

Race/Ethnicity

- White:U.S.
- Underrepresented minority
- Other minority
- Unknown:U.S.
- Foreign

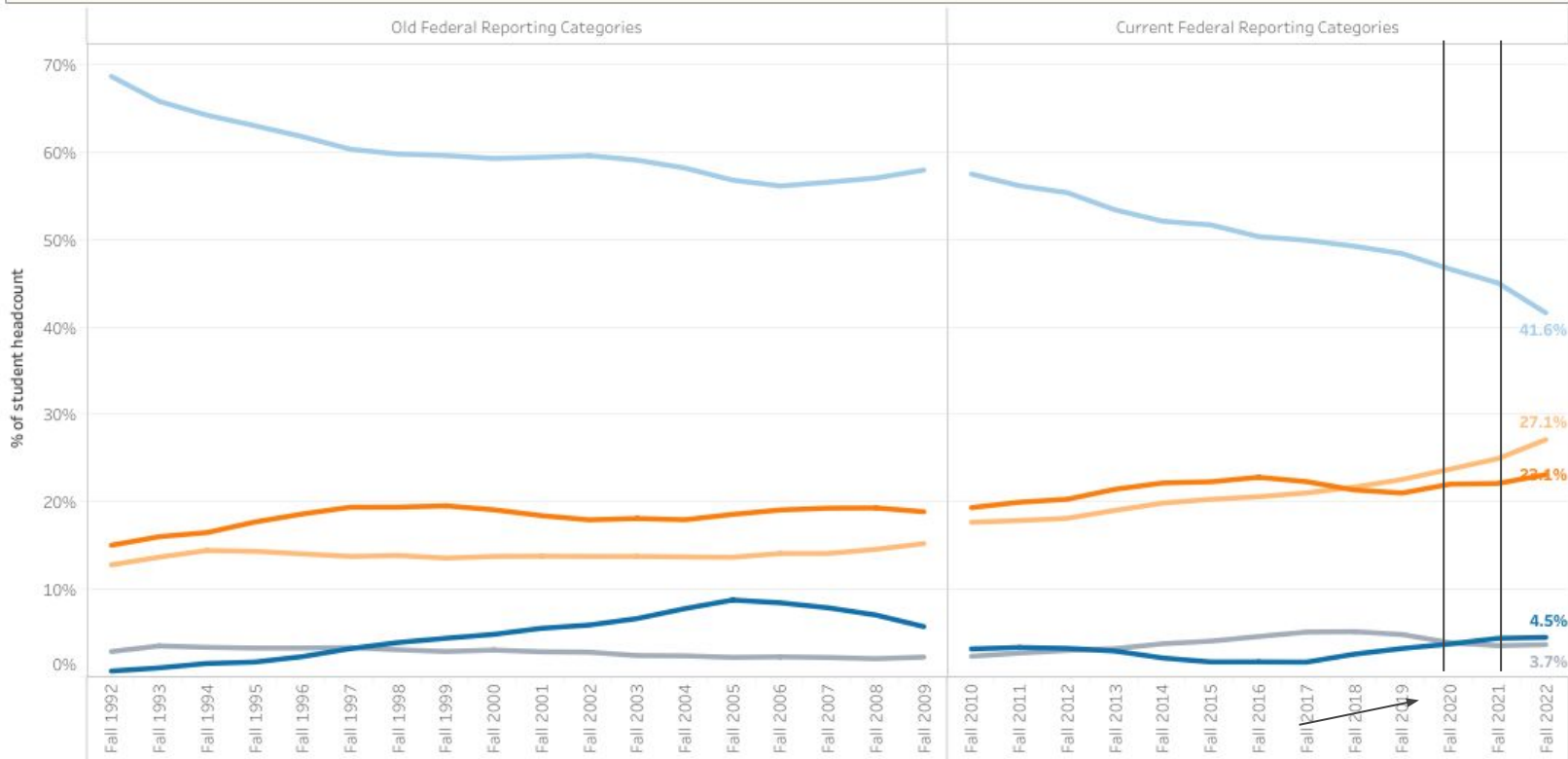
**Underrepresented minority includes:**  
 American Indian or Alaska Native:U.S.  
 Black or African American:U.S.  
 Hispanic:U.S.  
 Native Hawaiian or Other Pacific Islander:U.S.

**Other minority includes:**  
 Asian:U.S.  
 Two or More:U.S.

## All Undergraduates

**College:** All  
**Department(s):** All  
**Major(s):** All

More of an overall increase (during Fall 2019-2022) for UMD enrollment



# STUDENTS BY RACE & GENDER



SELECT ORGANIZATION:

College

All

Department

All

Major

All

SELECT STUDENTS:

All Undergraduates

SELECT DATA VIEW:

Gender

Female

Male

Underrepresented minority includes:

American Indian or Alaska Native:U.S.

Black or African American:U.S.

Hispanic:U.S.

Native Hawaiian or Other Pacific

Islander:U.S.

Other minority includes:

Asian:U.S.

Two or More:U.S.

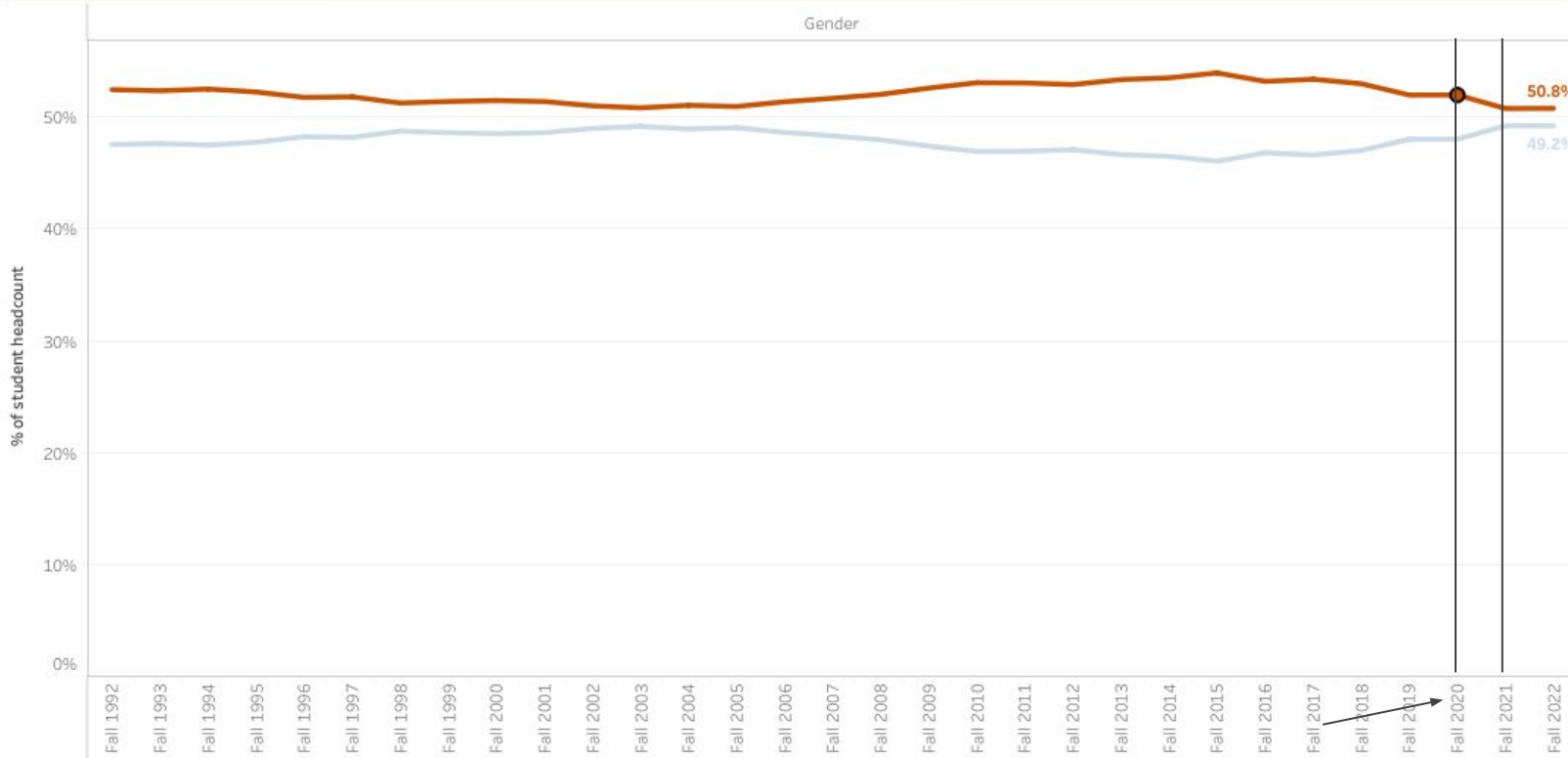
All Undergraduates

College: All

Department(s): All

Major(s): All

As the years go by, there seems to be a more equal proportion of both genders





# Diversity

(Race, Gender, Student Status, Ect.)



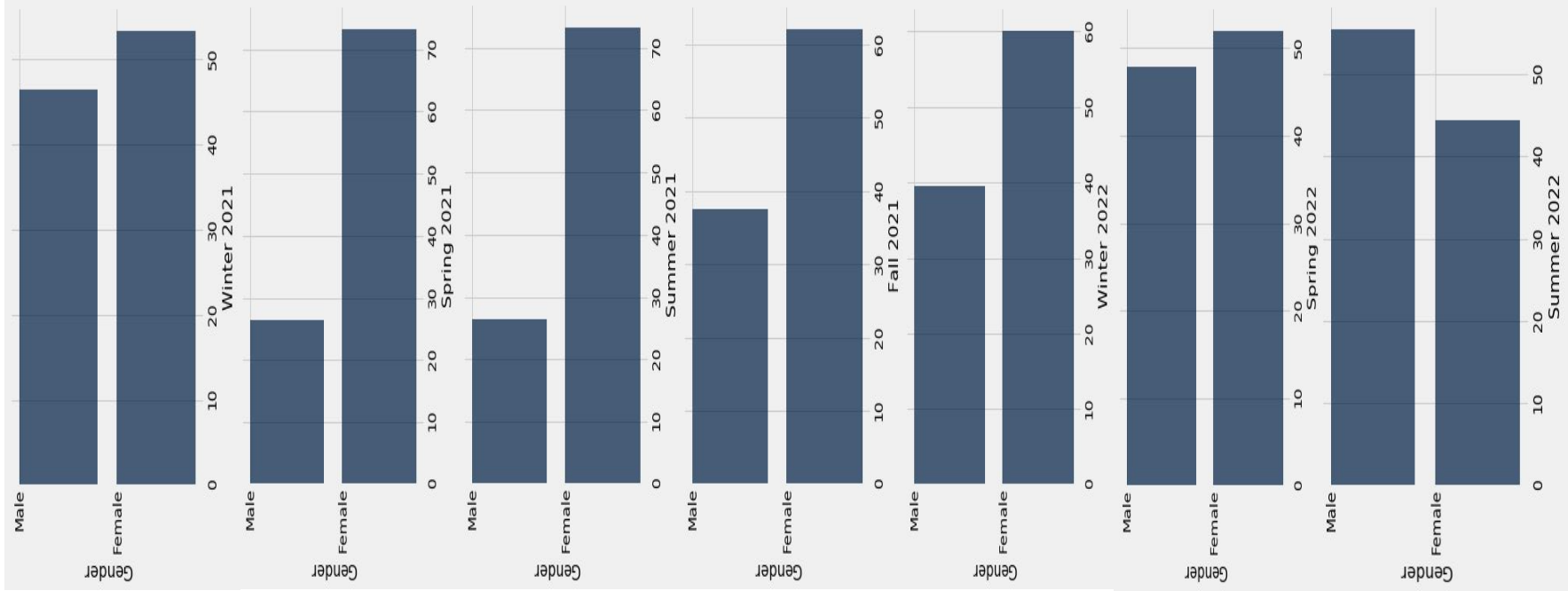


## Gender (GC)

- Typically higher Female Enrollment on average
- Highest Female Enrollment was Spring and Summer 2021 (~70.44% female enrollment)
- Fall 2020 Had Highest Female Population Size 348 total (52.66%)
- Outlier Semester: Summer 2022 had higher male enrollment than Female (55.55%)



# Gender (GC)

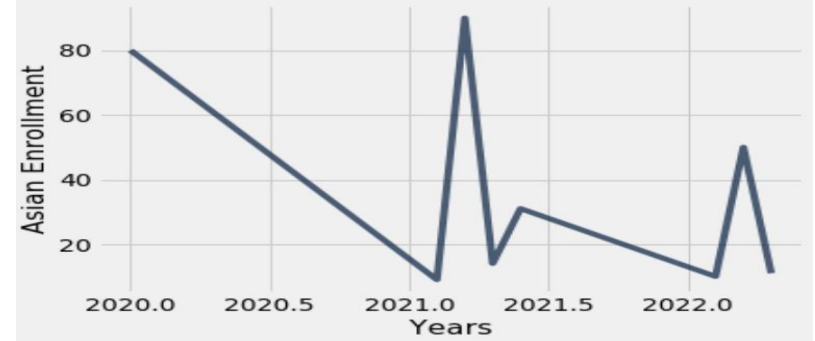
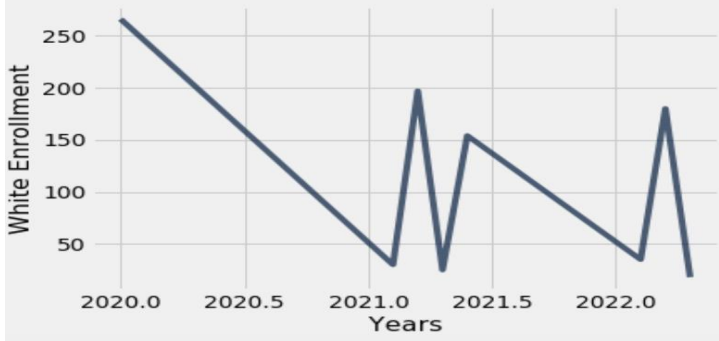
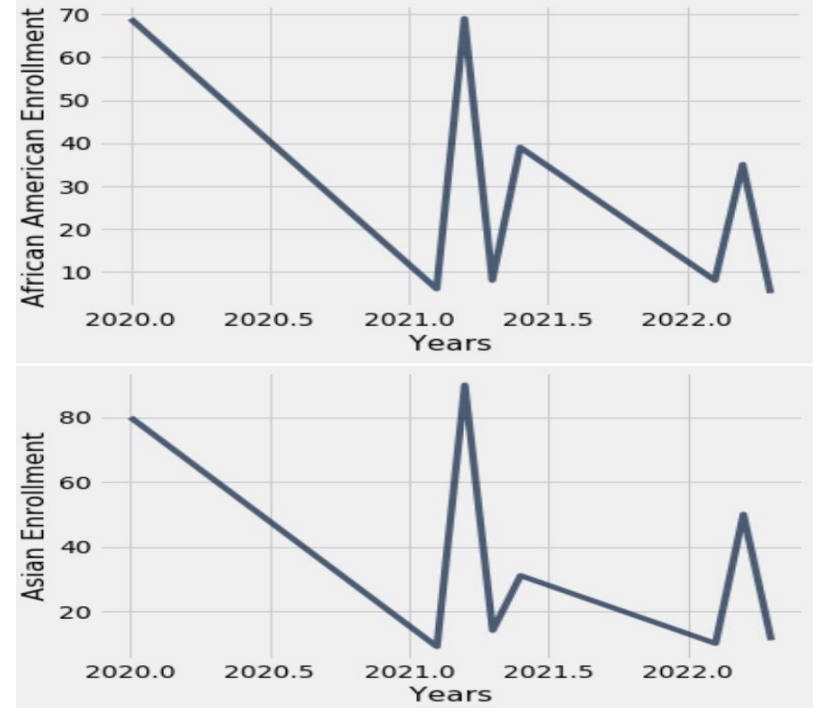
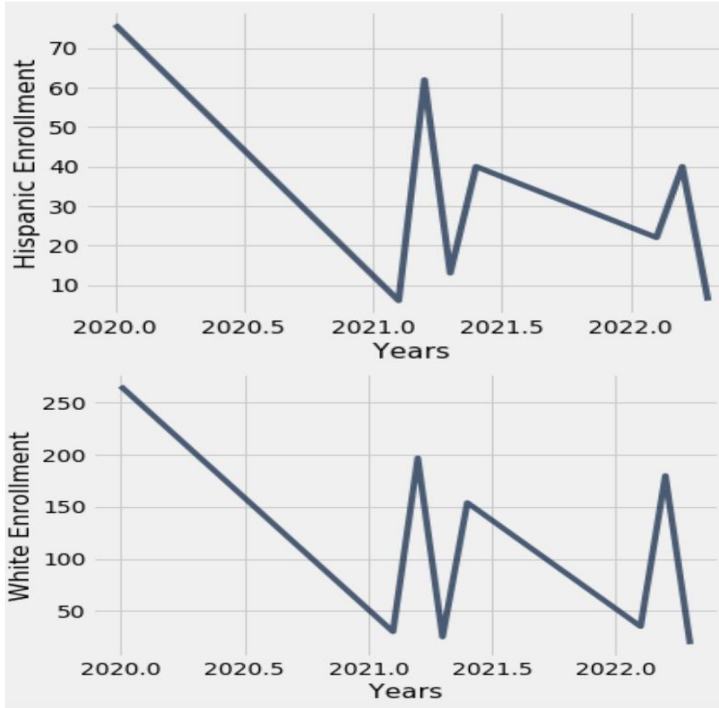




# Race/Diversity (GC)

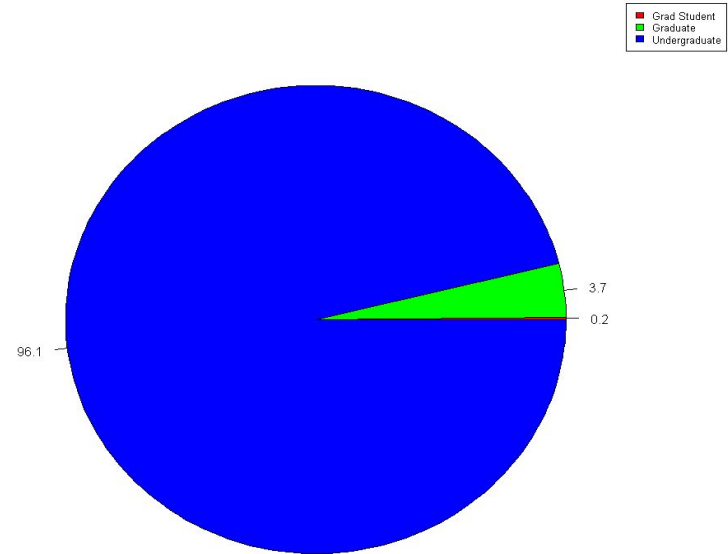
- African American enrollment takes severe dips every winter
- Asian Enrollment takes severe dips every winter and summer
- Highest average racial population enrolled was White followed by Hispanic
- Enrollment peaked across the board early 2021

# Race/Diversity (GC)



# Vary by Student Status

- The Amount of Undergraduate students have always been high.
- After 2022 Summer Grad Student count starts to rise bit by bit.
- Does not seem to have a huge impact as most students are Undergraduate.



# Courses (GC)

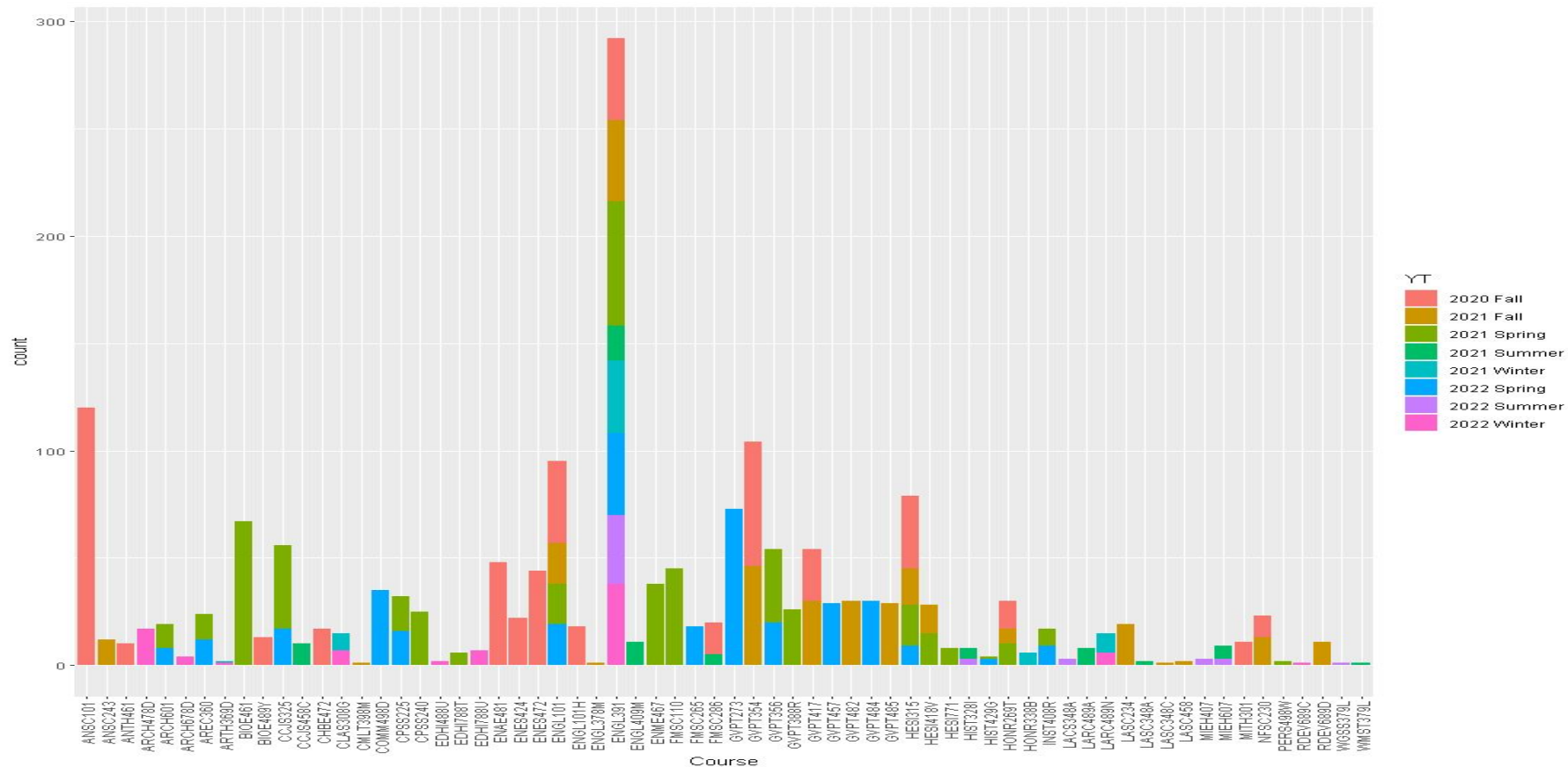


# Courses Taken Over the Years

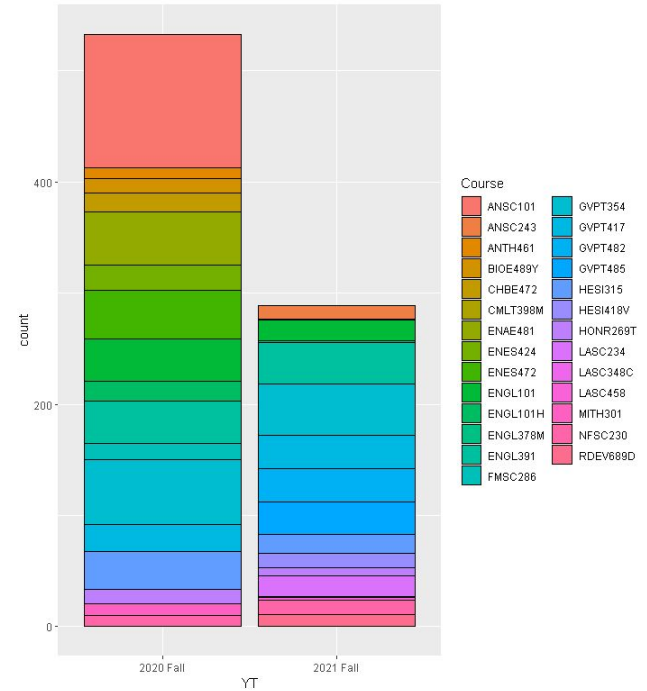
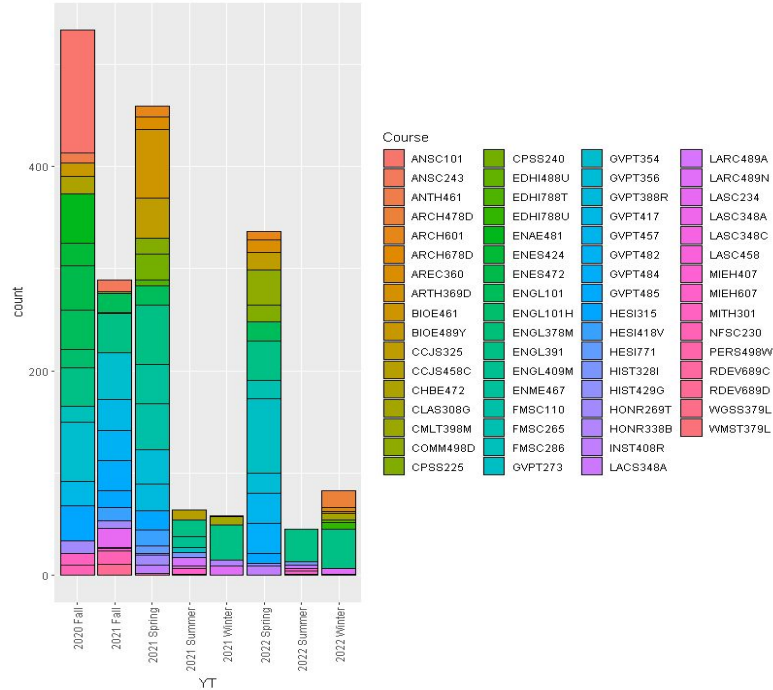
- Over the years the amount of courses taken have decreased with Fall 2020 having the most while Summer 2022 the least
- ENGL391 is the most picked course overall.
- It is clear that Covid has impacted the amount of students studying.



## Courses over All Terms



# Courses in each Academic year





# Conclusions & Suggestions

1. How is the student diversity of Global Classrooms compared to UMD College Park student diversity? **Overall, the student diversity (race and gender) is commonly similar between the two. It is only the enrollment population that is different.**
2. How does the student diversity (understood as race, ethnicity, gender, college, residency) vary by semester? By academic year? **Largely Female population with huge gaps in Summer 21 to Winter 22 with almost 60-70% female enrollment. Also largely white and hispanic population.**
3. Do these trends vary by student status (undergraduate/graduate)? **There is a large undergraduate population from the years from Fall 2020- Spring 2022. There has been a small increase over the years for grad students. Although, that is the case it is still an insignificant amount to the undergraduate population.**
4. How does the number of courses vary by semester? By academic year? **ENGL391 is by far the most popular course taken across multiple semesters, Most courses taken in a single term was the 2020 Fall term, which had ANSC101 dominating.**



# Additional Questions

1. How Useful would this data be in the real world?
2. What could help gather more reliable data in the future?



# References



- *Welcome to Global Classrooms*. Global. (1970, March 2). Retrieved March 1, 2023, from <https://globalmaryland.umd.edu/content/welcome-global-classrooms>
- *reports.umd.edu*. Reports.umd.edu. (n.d.). Retrieved March 1, 2023, from <https://reports.umd.edu/>.

# Questions?

