

This line chart displays the percentage of respondents who believe the U.S. is a threat to their country's security, comparing the U.S. and China. The Y-axis represents the percentage, ranging from 0% to 100% in 10% increments. The X-axis represents the survey period, with 12 data points. The U.S. is represented by a dark blue line with circular markers, and China is represented by a light blue line with circular markers. Both lines show significant fluctuations over time. The U.S. line starts at approximately 40%, peaks at 100% at the 10th point, and ends at 100% at the 12th point. The China line starts at approximately 40%, peaks at 100% at the 11th point, and ends at approximately 60% at the 12th point.

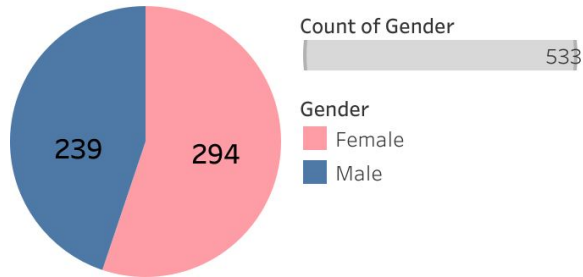
Survey Point	U.S. (%)	China (%)
1	40	40
2	20	30
3	80	90
4	60	10
5	100	50
6	70	40
7	20	50
8	30	90
9	100	100
10	100	80
11	80	100
12	100	60

The line chart displays the percentage of respondents who believe the U.S. is the best country to live in, comparing the U.S. (dark blue line) and other countries (light blue line) from 2002 to 2014. The Y-axis represents the percentage, ranging from 0 to 100. The X-axis represents the year, from 2002 to 2014. The U.S. line shows a general upward trend, starting at approximately 45% in 2002 and reaching a peak of about 95% in 2014. The other countries line shows more fluctuation, starting at approximately 55% in 2002 and ending at about 65% in 2014. The two lines cross multiple times, indicating shifts in public opinion over the period.

Year	U.S. (%)	Other Countries (%)
2002	45	55
2003	35	50
2004	75	85
2005	60	40
2006	95	65
2007	75	55
2008	45	50
2009	55	65
2010	75	85
2011	95	90
2012	85	65
2013	95	60
2014	95	65

Global Classrooms: Fall Semester Gender Data

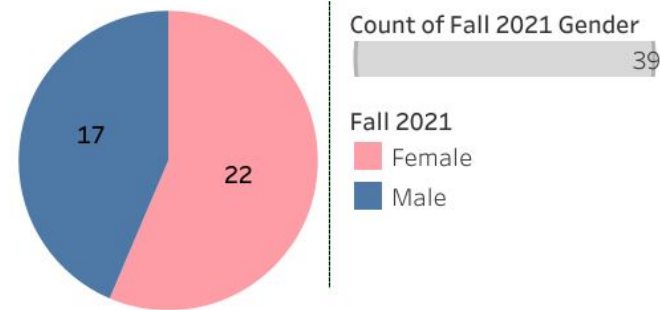
Fall 2020 Global Classrooms Gender Data



2020

Male: 44.84%
Female: 55.16%

GC Fall 2021 Gender

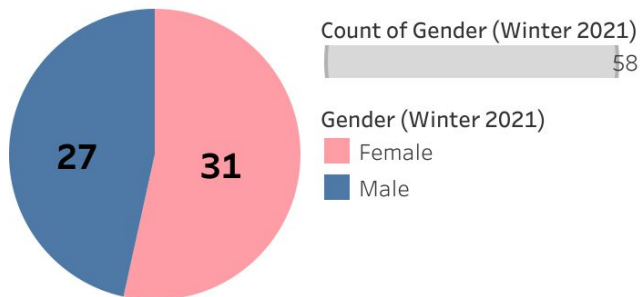


2021

Male: 43.59%
Female: 56.41%

Global Classrooms: Winter Semester Gender Data

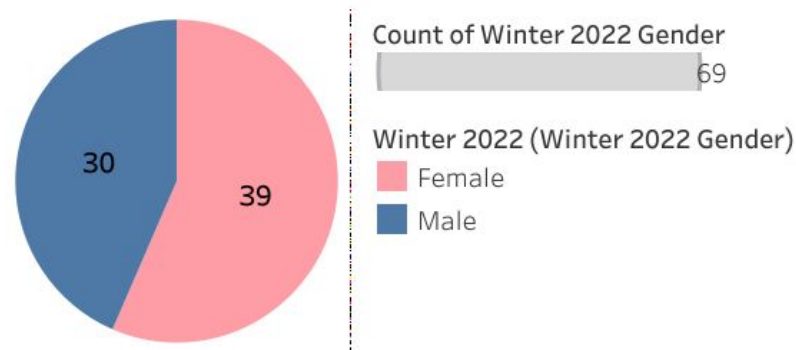
Winter 2021 Global Class- rooms Gender Data



2021

Male: 46.55%
Female: 53.45%

Winter 2022 Gender

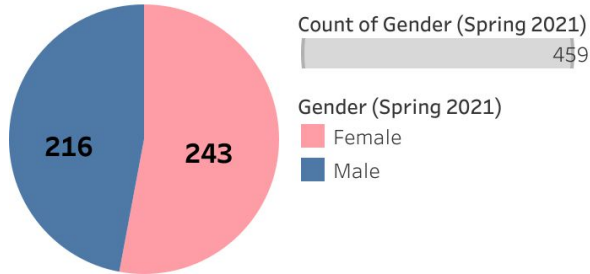


2022

Male: 43.48%
Female: 56.52%

Global Classrooms: Spring Semester Gender Data

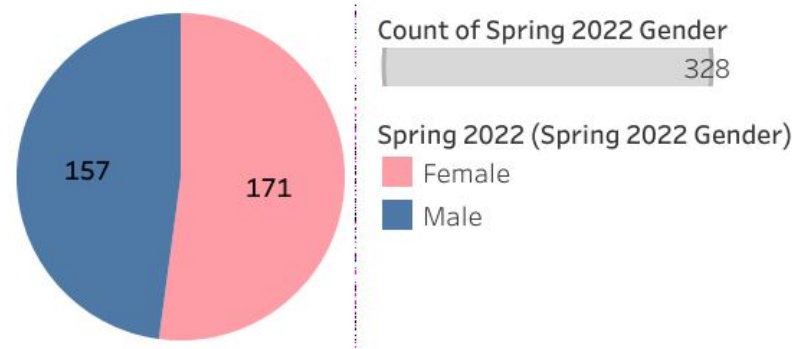
**Spring 2021
Global Class-
rooms
Gender Data**



2021

Male: 47.06%
Female: 52.94%

**GC Spring 2022
Gender**

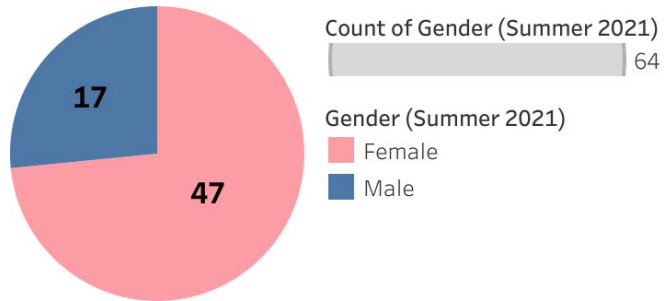


2022

Male: 47.87%
Female: 52.13%

Global Classrooms: Summer Semester Gender Data

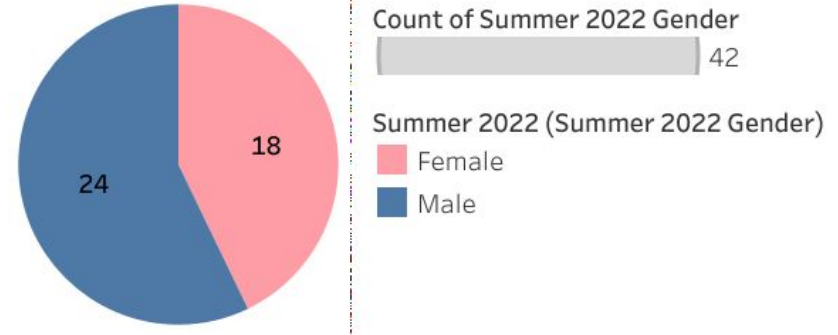
Summer 2021 Global Classrooms Gender Data



2021

Male: 26.56%
Female: 73.44%

Summer 2022 Gender



2022

Male: 57.14%
Female: 42.86%

Global Classrooms: Observations about Gender Data

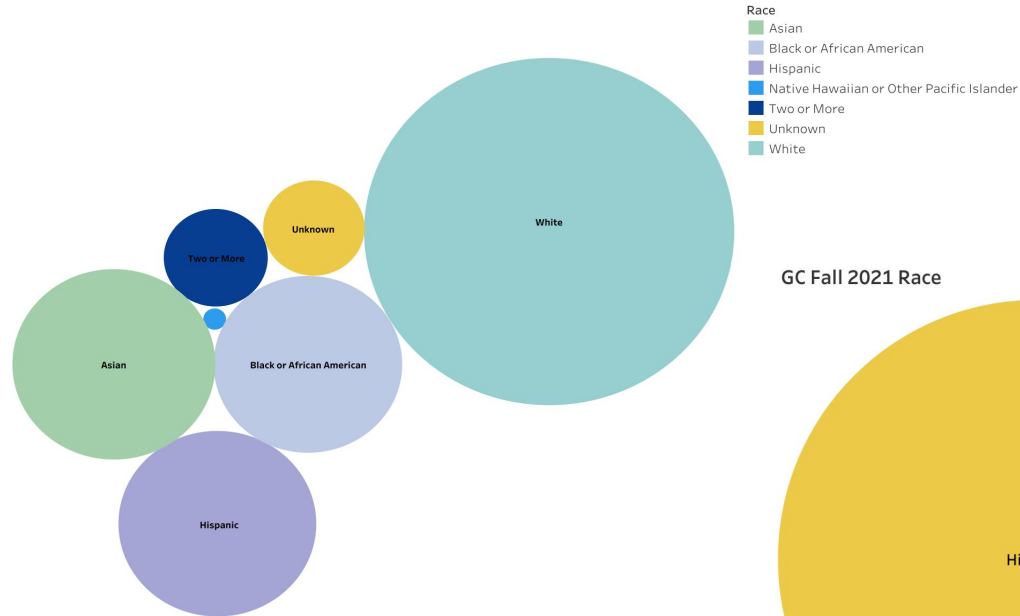
- During the Fall 2020 semester 494 more students completed a Global Classrooms course compared to Fall 2021. This may be due in large part to the fact that classes were remote during Fall 2020, so students were able to take advantage of more course offerings than they usually would.
- The ratio of female students to male students generally stayed the same except during the Summer 2021 and Summer 2022 semesters, in which there was a greater difference.
- The number of students in the 2022 academic year is less than the number of students in the 2021 academic year with the exception of the Winter 2021 and Winter 2022 semesters.

Global Classrooms: Fall Semester Race Data

Fall 2020

Asian: 15.01%
Black or African American: 12.95%
Hispanic: 14.26%
White: 49.91%
Unknown: 3.75%
Two or more: 3.94%
Native Hawaiian or Pacific Islander: 0.19%

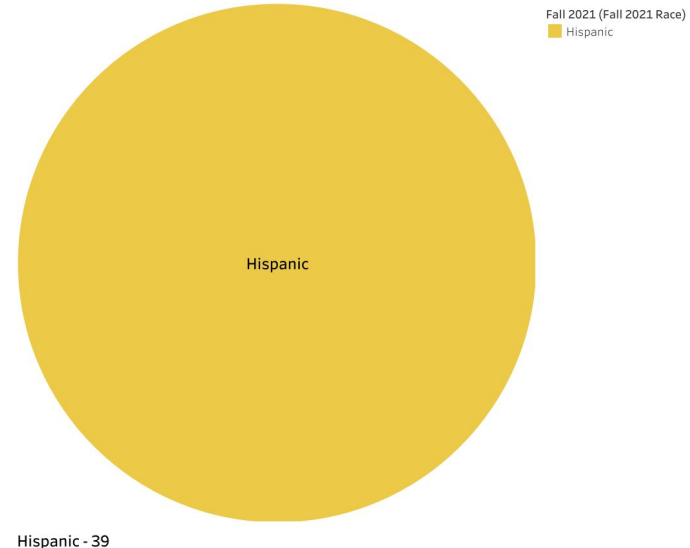
Fall 2020 Global Classrooms Race Data



Fall 2021

100% Hispanic. Unlike in Fall 2020, there is no diversity in students' race all students were Hispanic

GC Fall 2021 Race



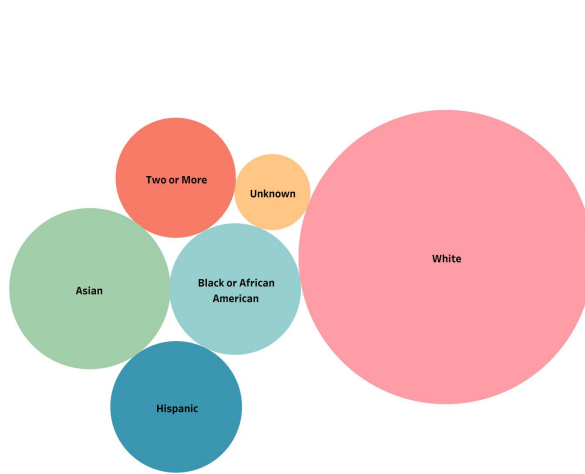
Asian: 80
Black or African American: 69
Hispanic: 76
White: 266
Unknown: 20
Two or more: 21
Native Hawaiian or Pacific Islander: 1

Global Classrooms: Winter Semester Race Data

Winter 2021

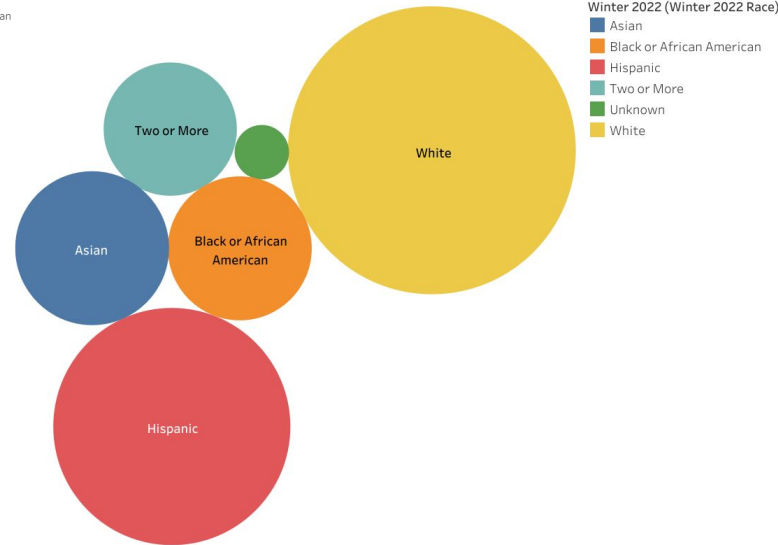
Asian: 15.52%
Hispanic: 10.34%
Black or African American: 10.34%
White: 51.72%
Unknown: 3.45%
Two or more: 8.62%

Winter 2021 Global Classrooms Race Data



Asian: 9
Hispanic: 6
Black or African American: 6
White: 30
Unknown: 2
Two or more: 5
Native Hawaiian or Pacific Islander: 0

Winter 2022 Race



White - 28
Hispanic - 19
Asian - 8
Black or African American - 7
Two or More - 6
Unknown - 1

Winter 2022

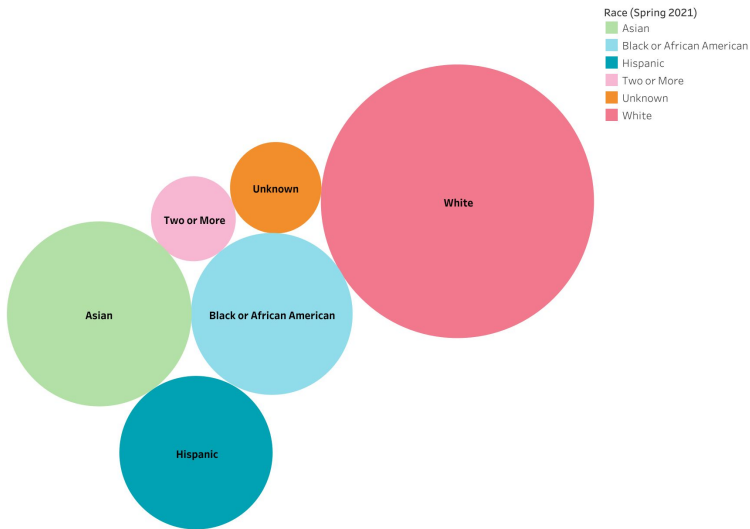
White: 40.58%
Hispanic: 27.54%
Asian: 11.59%
Black or African American: 10.14%
Two or More: 8.696%
Unknown: 1.449%

Global Classrooms: Spring Semester Race Data

Spring 2021

Asian: 19.61%
Hispanic: 13.51%
Two or more: 4.14%
Unknown: 4.79%
Black or African American: 15.03%
White: 42.92%

Spring 2021 Global Classrooms Race Data

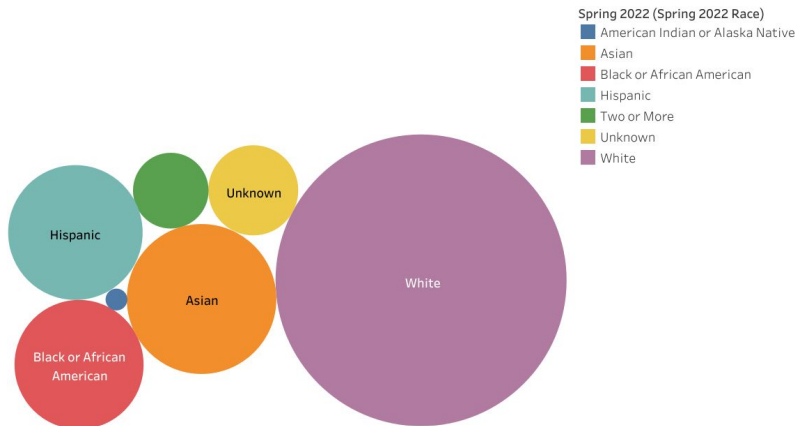


Asian: 90
Hispanic: 62
Two or more: 19
Unknown: 22
Black or African American: 69
White: 197
Native Hawaiian or Pacific Islander: 0

Spring 2022

White: 54.27%
Hispanic: 11.59%
Asian: 14.33%
Black or African American: 10.67%
Two or More: 3.659%
Unknown: 5.183%
American Indian or Alaska Native: 0.305%

Spring 2022 Race



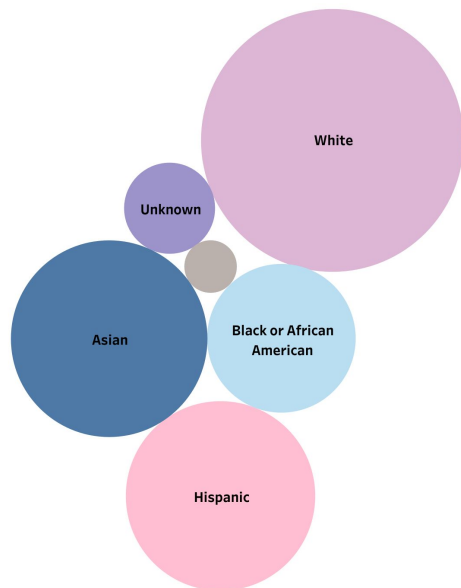
White - 178
Asian - 47
Hispanic - 38
Black or African American - 35
Unknown - 1
Two or More - 12
American Indian or Alaska Native - 1

Global Classrooms: Summer Semester Race Data

Summer 2021

White: 39.06%
Black or African American: 12.5%
Two or more: 1.56%
Unknown: 4.69%
Asian: 21.88%
Hispanic: 20.31%

Summer 2021 Global Classrooms Race Data



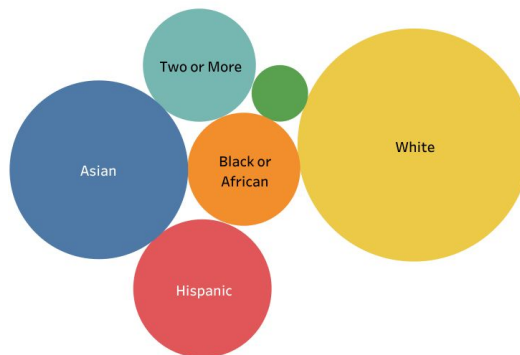
White: 25
Black or African American: 8
Two or more: 1
Unknown: 3
Asian: 14
Hispanic: 13
Native Hawaiian or Pacific Islander: 0

Summer 2022

White: 40.48%
Hispanic: 14.29%
Asian: 23.81%
Black or African American: 9.524%
Two or More: 9.524%
Unknown: 2.361%

Summer 2022 Race

Race (Summer 2021)
Asian
Black or African American
Hispanic
Two or More
Unknown
White



Summer 2022 (Summer 2022 Race)
Asian
Black or African American
Hispanic
Two or More
Unknown
White

White - 17
Asian - 10
Hispanic - 6
Black or African American - 4
Two or More - 4
Unknown - 1

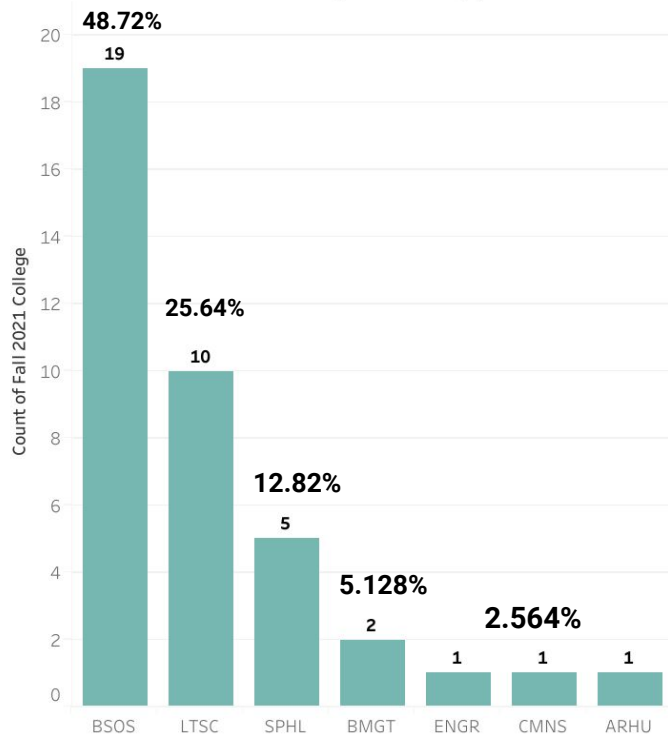
Global Classrooms: Observations about Race Data

- In Fall 2020, white students accounted for almost half of the number of students who completed a Global Classrooms course.
- During Fall 2021, the only students who completed a Global Classrooms course were Hispanic.
- There was only one Native Hawaiian or Pacific Islander student who completed a Global Classrooms course in Fall 2020. During the rest of the semesters there were no Native Hawaiian or Pacific Islander students.
- Despite the greater diversity in seven of the semesters, white students accounted for majority of the number of students who completed a course.

Global Classrooms: Fall Semester College Data

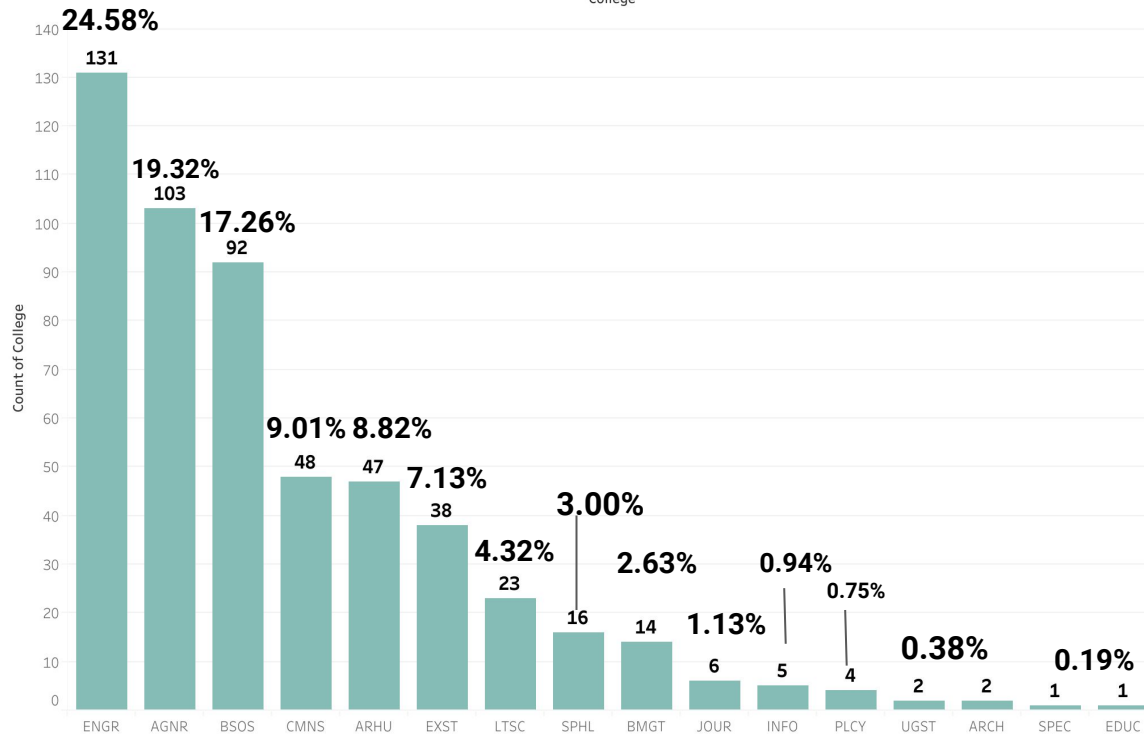
Fall 2021 College

Fall 2021 (Fall 2021 College)



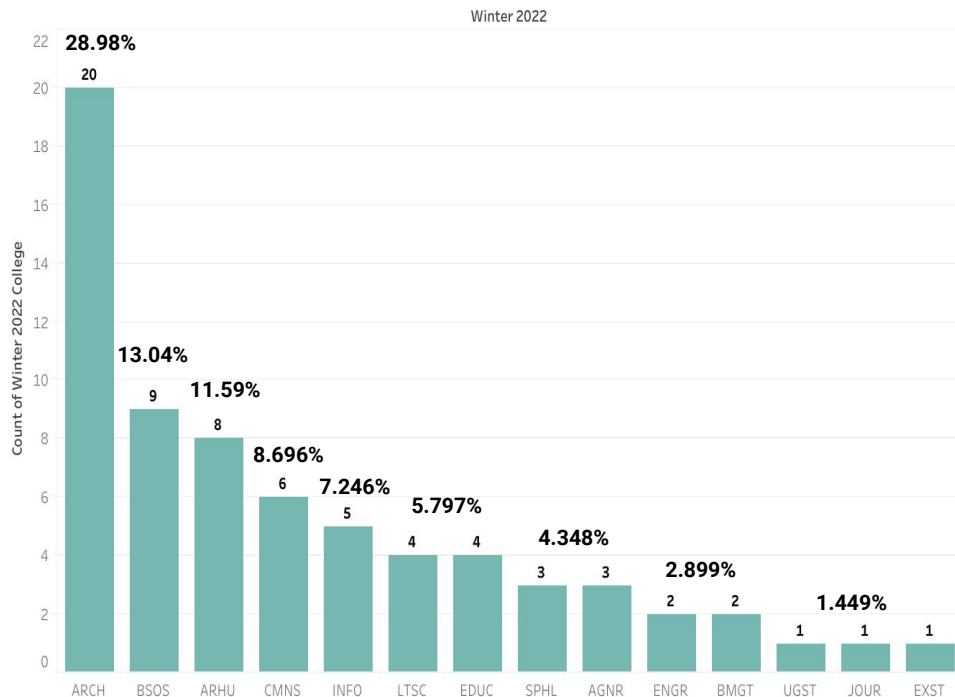
Fall 2020 Global Classrooms College Data

College

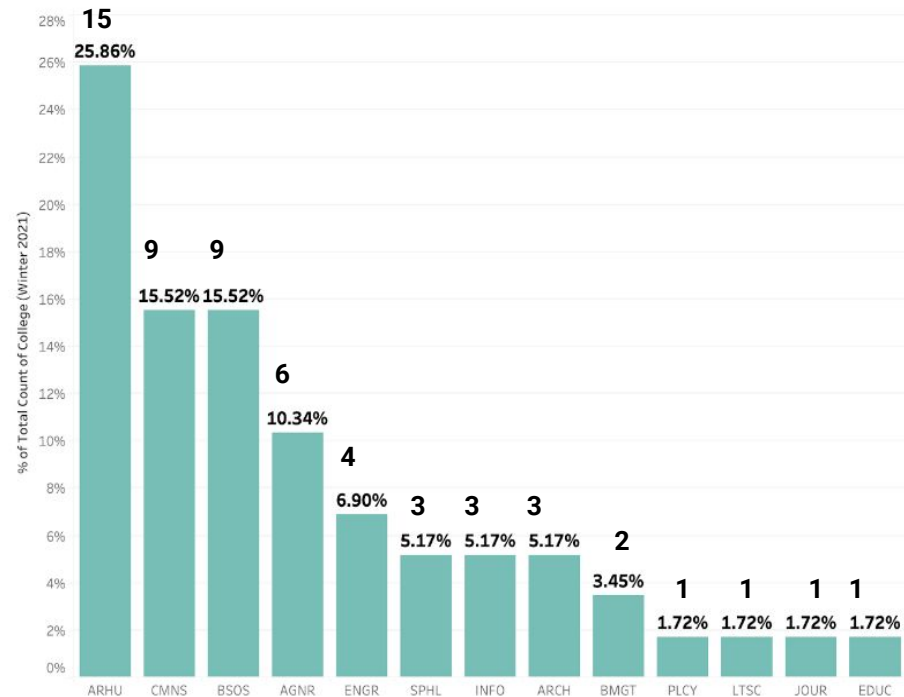


Global Classrooms: Winter Semester College Data

Winter 2022 College

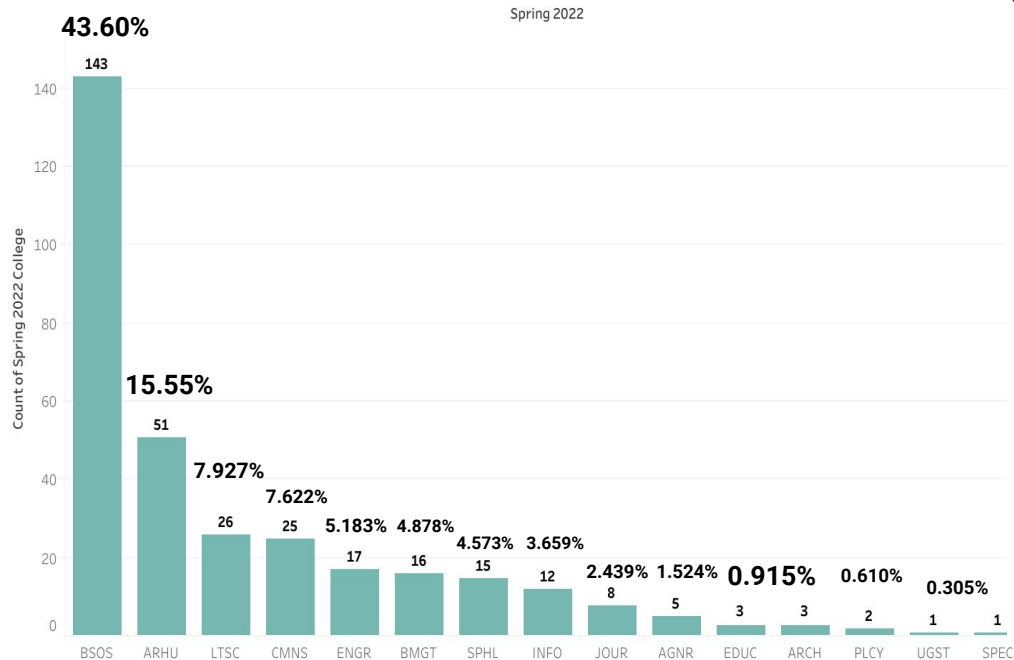


Winter 2021 Global Classrooms College Data

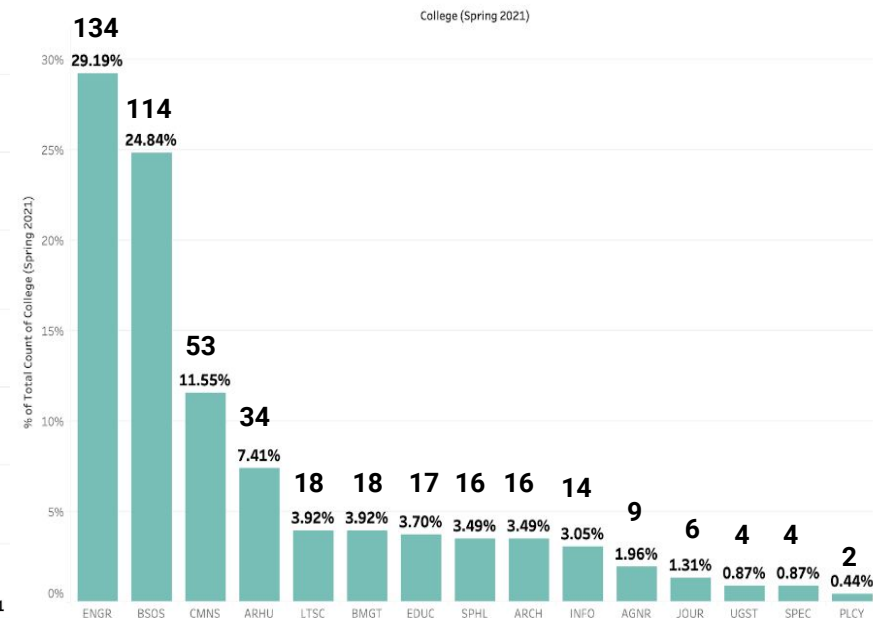


Global Classrooms: Spring Semester College Data

Spring 2022 College

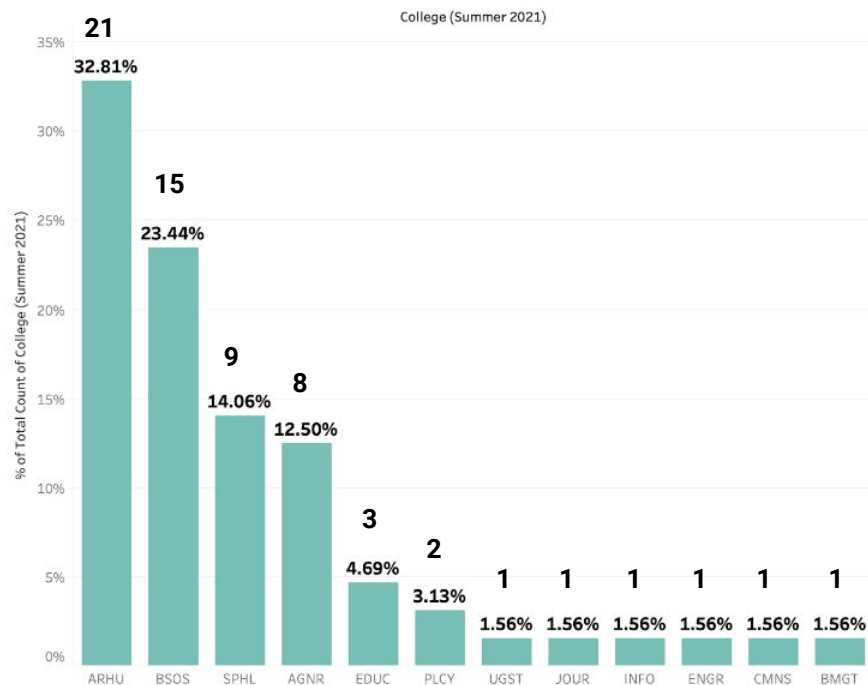


Spring 2021 Global Classrooms College Data

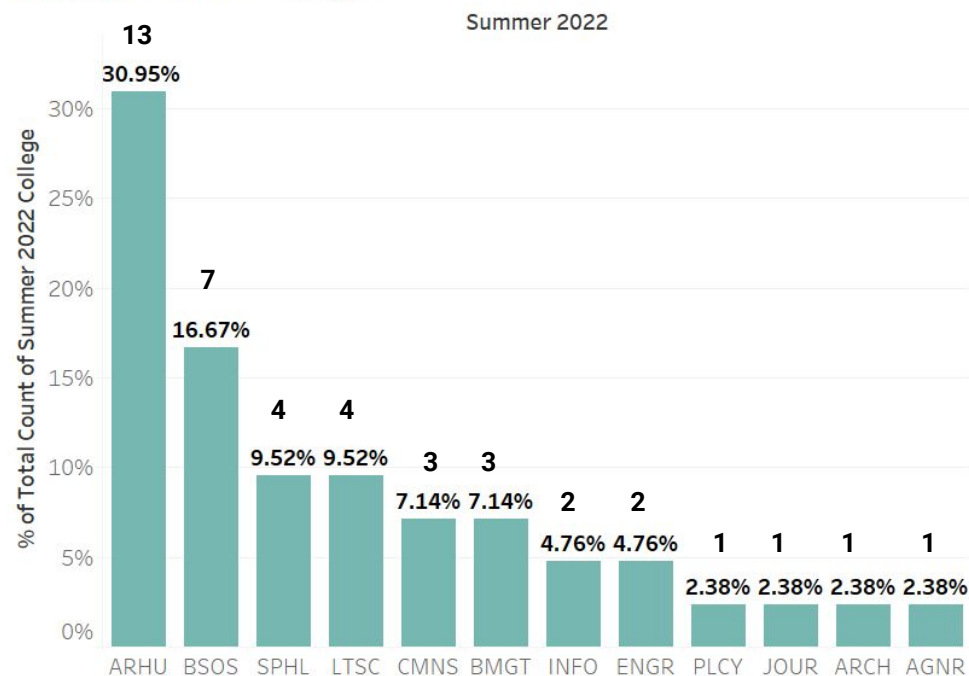


Global Classrooms: Summer Semester College Data

Summer 2021 Global Classrooms College Data



Summer 2022 College



Global Classrooms: Observations about College Data

- The College of Behavioral & Social Sciences, The A. James Clark School of Engineering, The College of Arts and Humanities, and the School of Architecture, Planning, and Preservation, are the colleges that have the highest number of students completing Global Classrooms courses.
- In Fall 2020, the second highest number of students were within the College of Agriculture and Natural Resources.
- Despite there being a lot of students whose majors are part of the College of Computer, Math & Natural Sciences, as well as the Robert H. Smith School of Business, there are not a lot of students from these colleges completing Global Classrooms courses.

University of Maryland, College Park ENGR College DATA:

NUMBER OF REGISTERED MAJORS



SELECT ORGANIZATION:

College
A. James Clark School of Engineering

Department
All

Major
All

SELECT TERMS:

Fall Terms
2020 to 2022

SELECT STUDENTS:

All Undergraduates

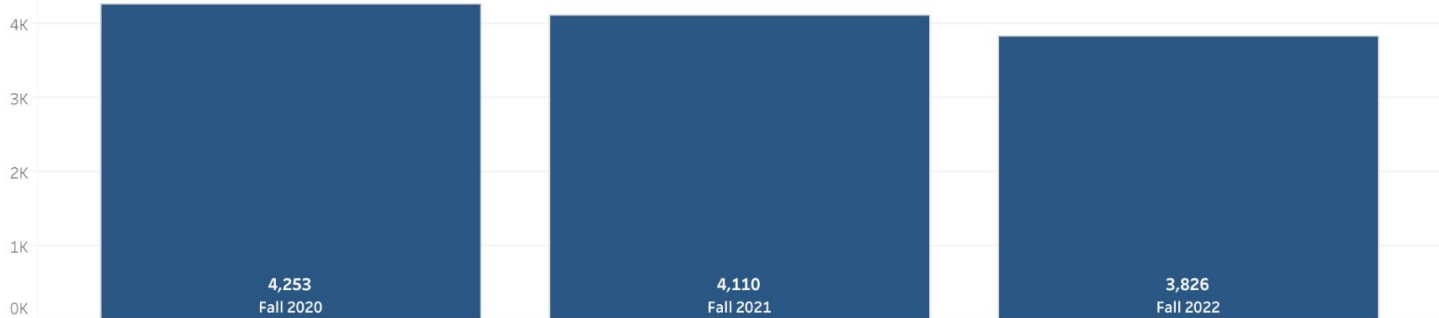
Count Type
Count of All Majors

TABLE DISPLAY:

Unit Detail
College

All Undergraduates - Count of All Majors

College: A. James Clark School of Engineering
Department(s): All
Major(s): All



		Fall 2020	Fall 2021	Fall 2022
A. James Clark School of Engin..	Full-time	4,046	3,912	3,627
	Part-time	207	198	199
Grand Total		4,253	4,110	3,826

University of Maryland, College Park BSOS College DATA:

NUMBER OF REGISTERED MAJORS



SELECT ORGANIZATION:

College
College of Behavioral & Social Scien..

Department
All

Major
All

SELECT TERMS:

Fall Terms
2020 to 2022

SELECT STUDENTS:

All Undergraduates

Count Type
Count of All Majors

TABLE DISPLAY:

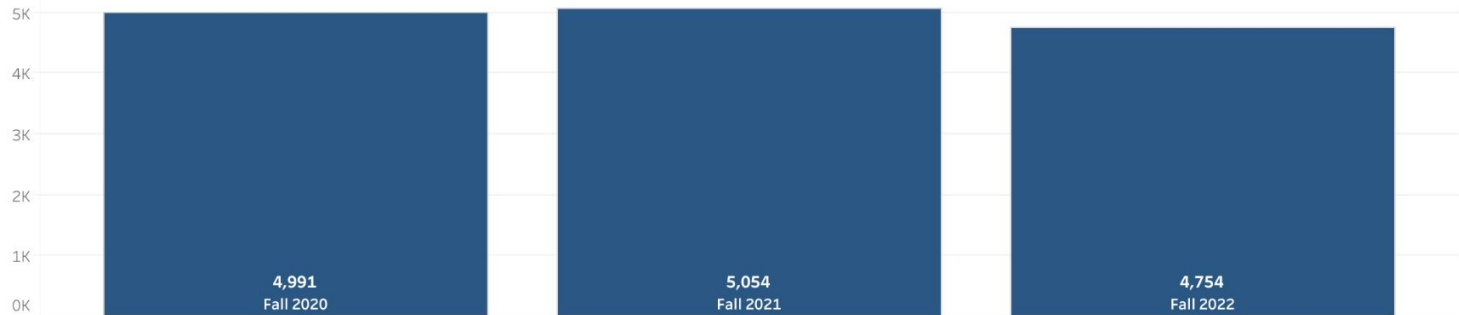
Unit Detail
College

All Undergraduates - Count of All Majors

College: College of Behavioral & Social Sciences

Department(s): All

Major(s): All



		Fall 2020	Fall 2021	Fall 2022
College of Behavioral & So..	Full-time	4,644	4,704	4,425
	Part-time	347	350	329
Grand Total		4,991	5,054	4,754

University of Maryland, College Park CMNS College DATA:

NUMBER OF REGISTERED MAJORS



SELECT ORGANIZATION:

College
College of Computer, Math & Natur..

Department
All

Major
All

SELECT TERMS:

Fall Terms
2020 to 2022

SELECT STUDENTS:

All Undergraduates

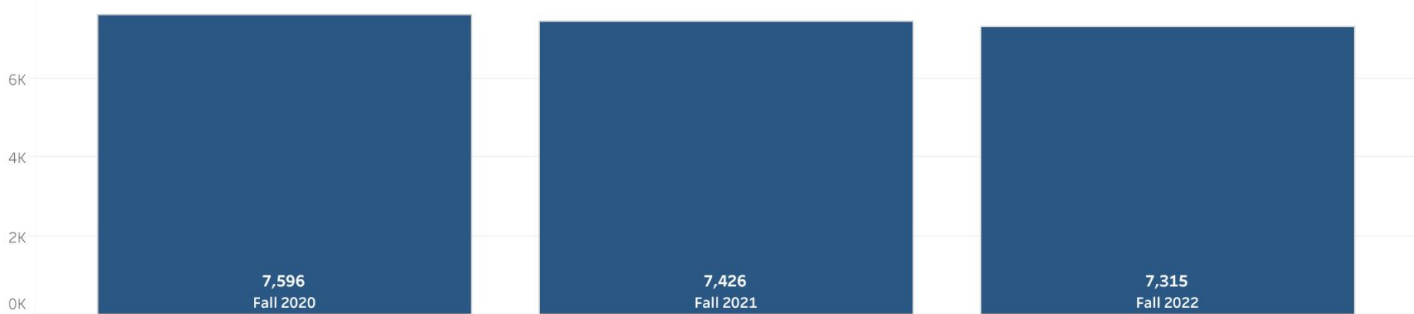
Count Type
Count of All Majors

TABLE DISPLAY:

Unit Detail
College

All Undergraduates - Count of All Majors

College: College of Computer, Math & Natural Sciences
Department(s): All
Major(s): All



		Fall 2020	Fall 2021	Fall 2022
College of Computer, Mat..	Full-time	6,838	6,681	6,657
	Part-time	758	745	658
Grand Total		7,596	7,426	7,315

University of Maryland, College Park BMGT College DATA:

NUMBER OF REGISTERED MAJORS



SELECT ORGANIZATION:

College
Robert H. Smith School of Business

Department
All

Major
All

SELECT TERMS:

Fall Terms
2020 to 2022

SELECT STUDENTS:

All Undergraduates

Count Type
Count of All Majors

TABLE DISPLAY:

Unit Detail
College

All Undergraduates - Count of All Majors

College: Robert H. Smith School of Business
Department(s): All
Major(s): All



		Fall 2020	Fall 2021	Fall 2022
Robert H. Smith School of Busin..	Full-time	3,832	3,871	3,890
	Part-time	157	154	158
Grand Total		3,989	4,025	4,048

University of Maryland, College Park Race & Gender DATA:

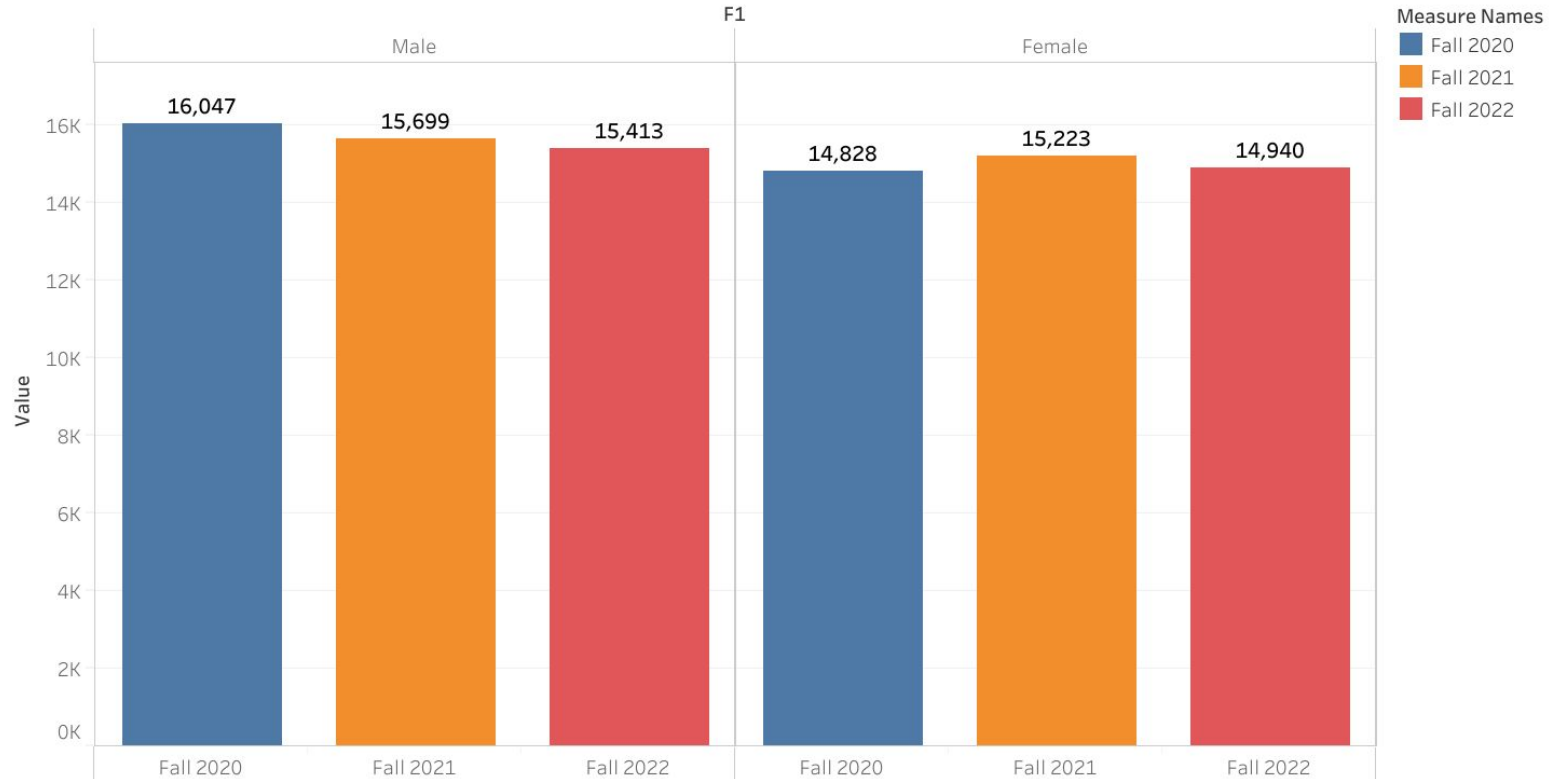
STUDENTS BY RACE & GENDER



SELECT ORGANIZATION:		All Undergraduates				
College All	College: All Department(s): All Major(s): All					
Department All	Gender	Fall 2020		Fall 2021		
Major All	Female	14,828		15,223		
	Male	16,047		15,699		
	Grand Total	30,875		30,922		
SELECT TERMS:		Fall 2020		Fall 2021		
Fall Terms 2020 to 2022	Current			Fall 2022		
	Federal Reporting Categories	American Indian or ..	32		37	
		Asian:U.S.	5,890		6,271	
		Black or African Am..	3,700		3,636	
		Foreign	1,203		1,101	
		Hispanic:U.S.	3,045		3,142	
		Native Hawaiian or ..	22		19	
		Two or More:U.S.	1,438		1,438	
		Unknown:U.S.	1,158		1,359	
	White:U.S.	14,387		13,919		
Grand Total		30,875		30,922		
SELECT STUDENTS:						
All Undergraduates						

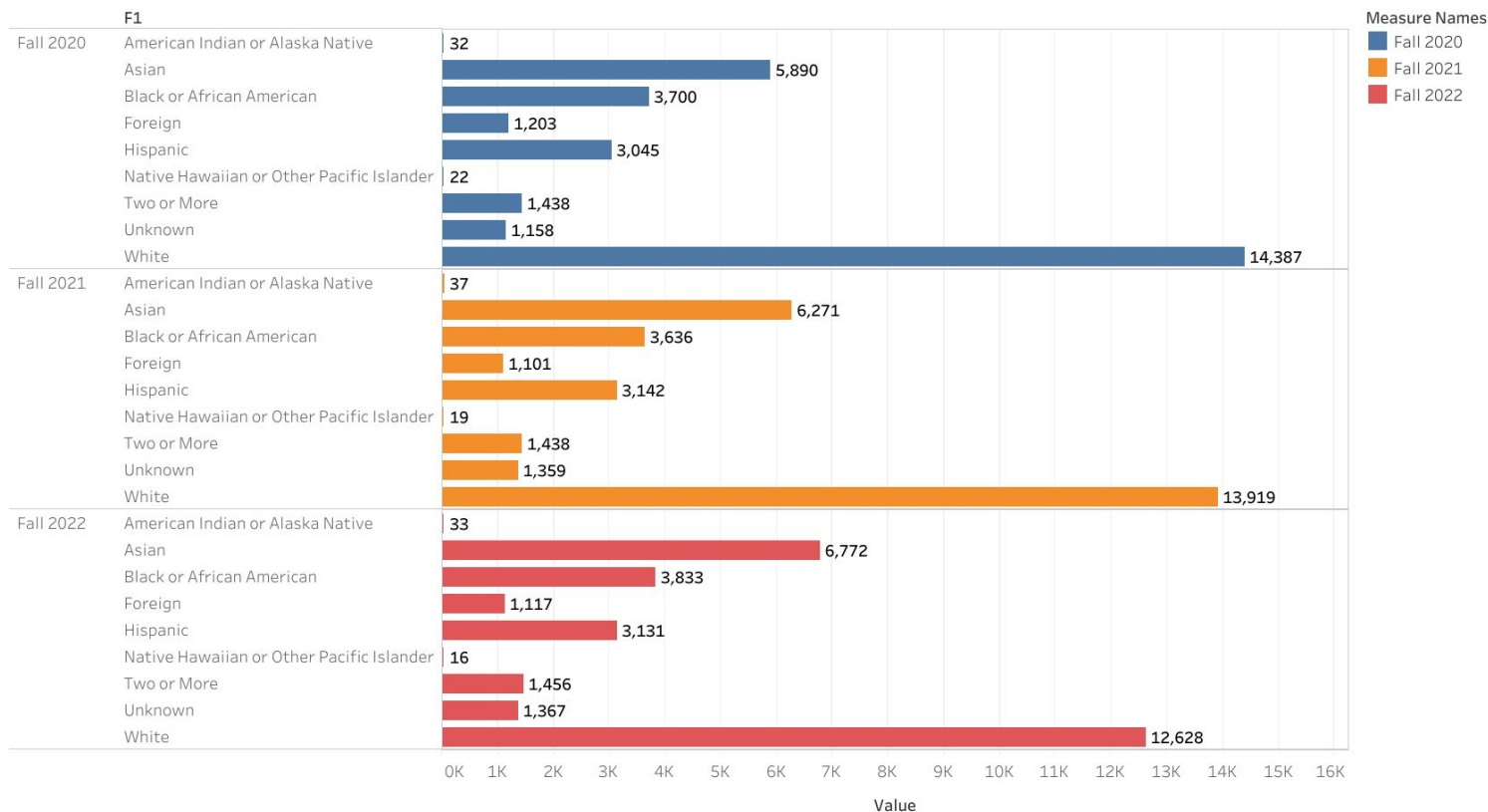
University of Maryland, College Park Gender DATA:

UMD Fall Gender



University of Maryland, College Park Race DATA:

UMD Fall Race



University of Maryland, College Park Student Body DATA:

University of Maryland, College Park Student Body

Total enrollment	41,272 (fall 2021)
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Total Undergraduate Enrollment	30,922 (fall 2021)
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Total graduate enrollment	10,350 (fall 2021)
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Awarded Pell Grants (2020-2021)	18%
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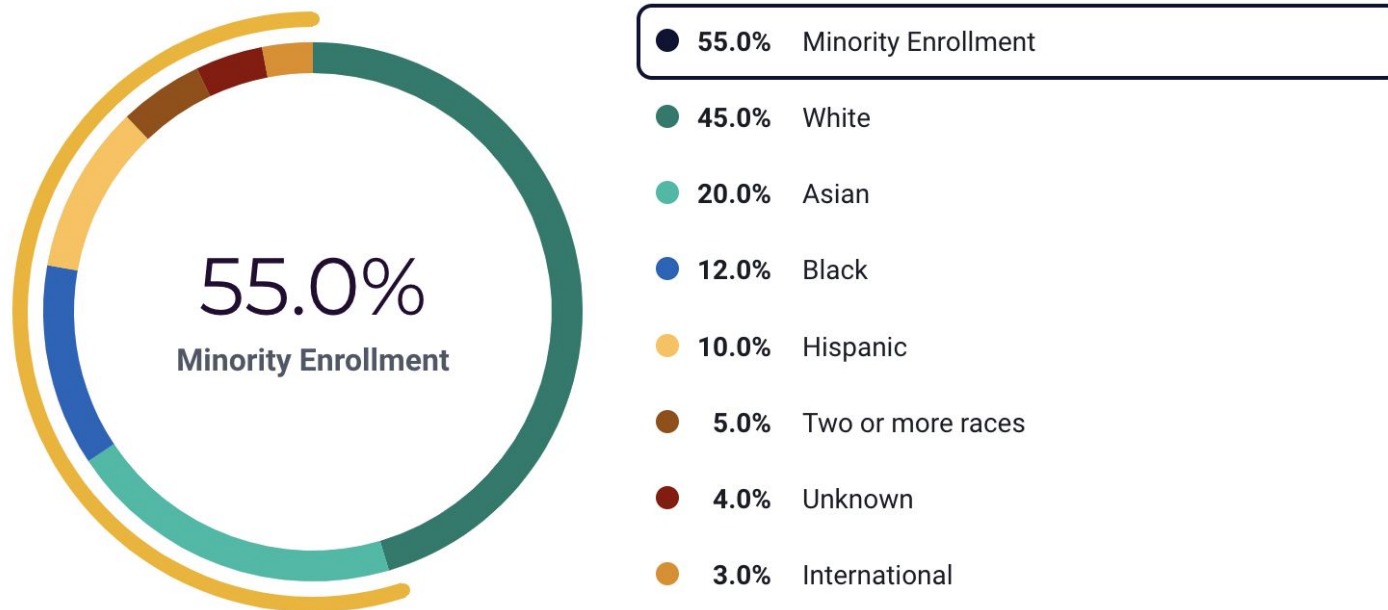
Degree-Seeking Student Gender Distribution



● Degree-seeking men 51% ● Degree-seeking women 49%

University of Maryland, College Park Ethnic/Racial Diversity DATA:

Ethnic Diversity



Not Specified is not included in this breakdown due to an enrollment of 0%.

University of Maryland, College Park Student Diversity DATA:

Student Diversity

Gender Distribution



● Male 51% ● Female 49%

University of Maryland, College Park Common/Popular Majors DATA:

Popular Majors

MAJOR	% OF GRADUATES
Computer and Information Sciences and Support Services	16%
Social Sciences	14%
Engineering	14%
Business, Management, Marketing, and Related Support Services	11%
Biological and Biomedical Sciences	8%

Data provided by  PayScale Last updated 2021.

Solutions

Solutions to Increase Outreach:

- Increase social media presence. An increase in social media presence will increase student awareness on the Global Classrooms program.
- Spread awareness and information on the Global Classrooms program through College/Department ListServes, which are seen by thousands of students.
- Promote the Global Classrooms initiative as a more affordable alternative to Study Abroad programs.
- Have an article written about Global Classrooms in the Diamondback Newspaper.

Solutions to Increase Diversity:

- If possible, offer the OIA International Education Scholarship to more students in financial need.
- Promote the Global Classrooms program by informing student cultural clubs on the program and the benefits it brings.
- Offer courses that cover General Education requirements.
- Offer courses relevant to more of the popular majors on campus.
- Collaborate with the Office of Diversity and Inclusion, the Office of Multi-Ethnic Student Education, and inform students from different inclusive programs including La Familia Peer Mentoring and Sister to Sister.

Credits

Graphs:

We used Tableau Public to create all our graphs:

<https://public.tableau.com/app/discover>

Slide Template:

We used Slidesgo for our presentation template: <https://slidesgo.com/>

Global Classrooms Data provided by Catalina Moraga & the UMD registrar

UMD Data:

<https://www.usnews.com/best-colleges/university-of-maryland-2103>

<https://reports.umd.edu/>

Datasets used:

<https://reports.umd.edu/tableaupublic/1804>

<https://reports.umd.edu/tableaupublic/1813>