

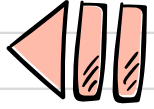


Maryland Global

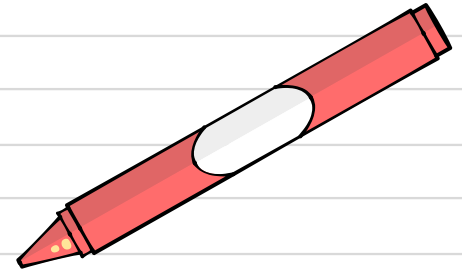
Classroom Analysis

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Problem



How can we create a more diverse learning environment for UMD Global Campus students ?



Methodology

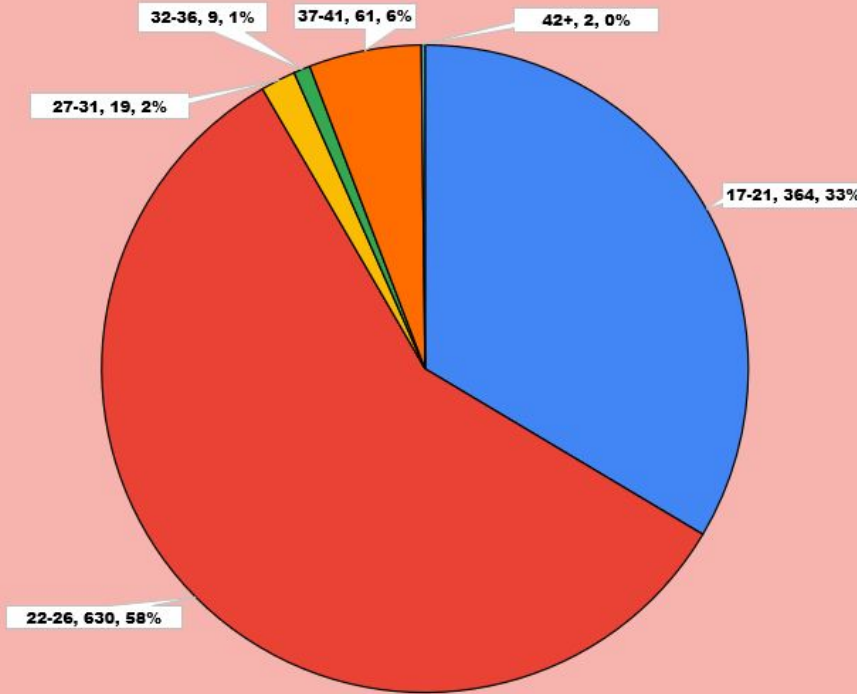
- Data was given was sorted into graphs with excel
- Scatter-plot line graph for each individual semester
- Pie chart to show the entire 2 years of participants.



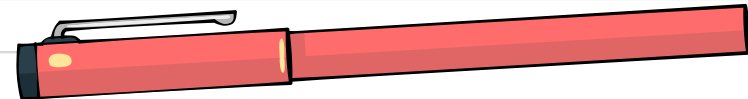
Age



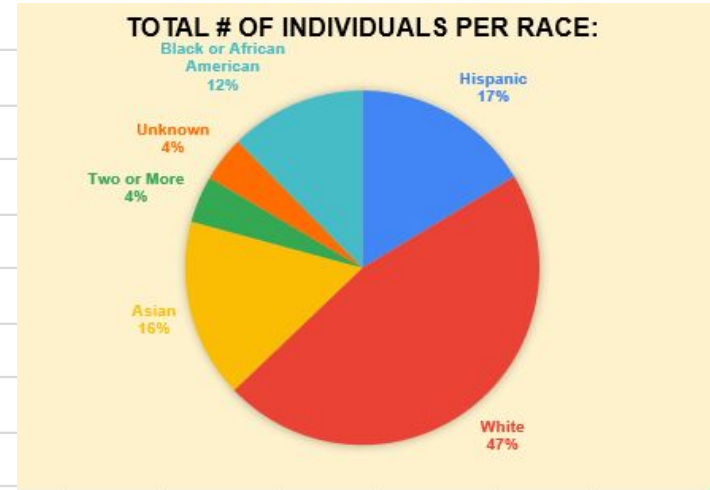
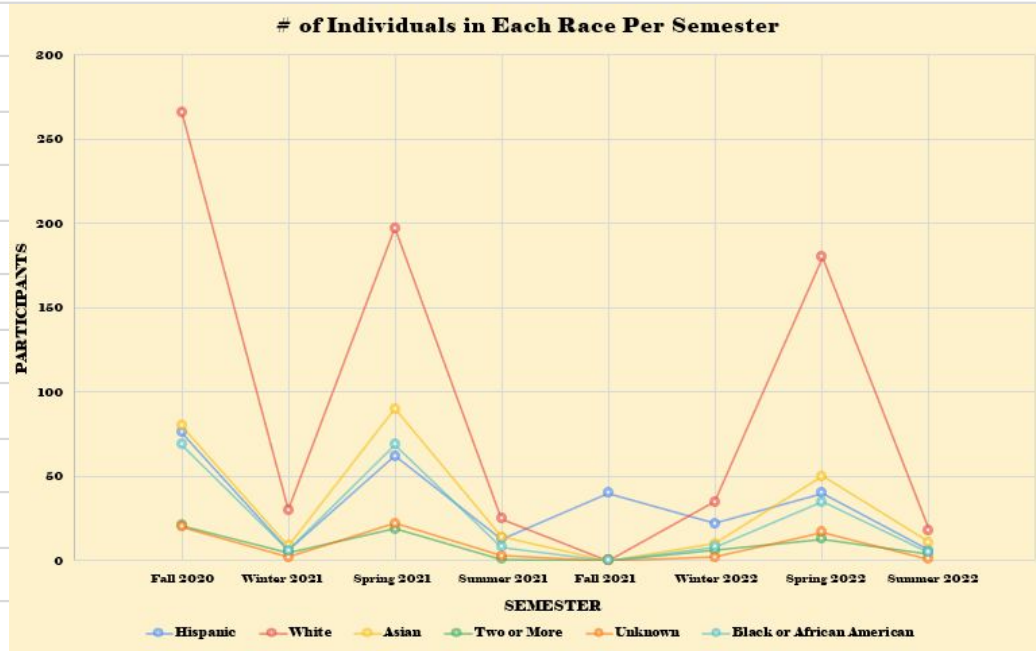
5 -Year Age Range For All Semesters Except Fall 2020



- Age Range: 17-26
- Age sample includes adult learners (Individuals above 30)
- Small portion of adult learners

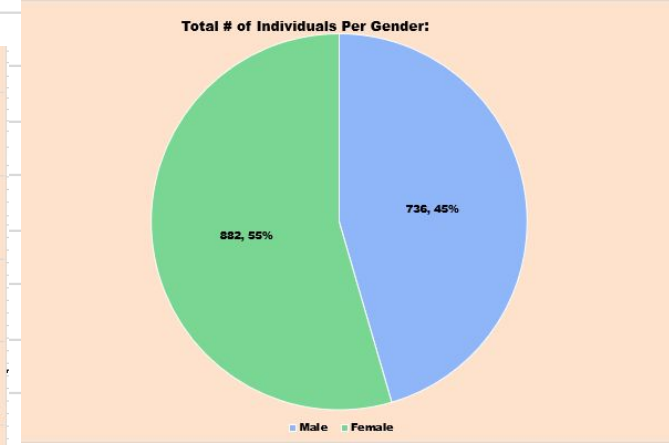
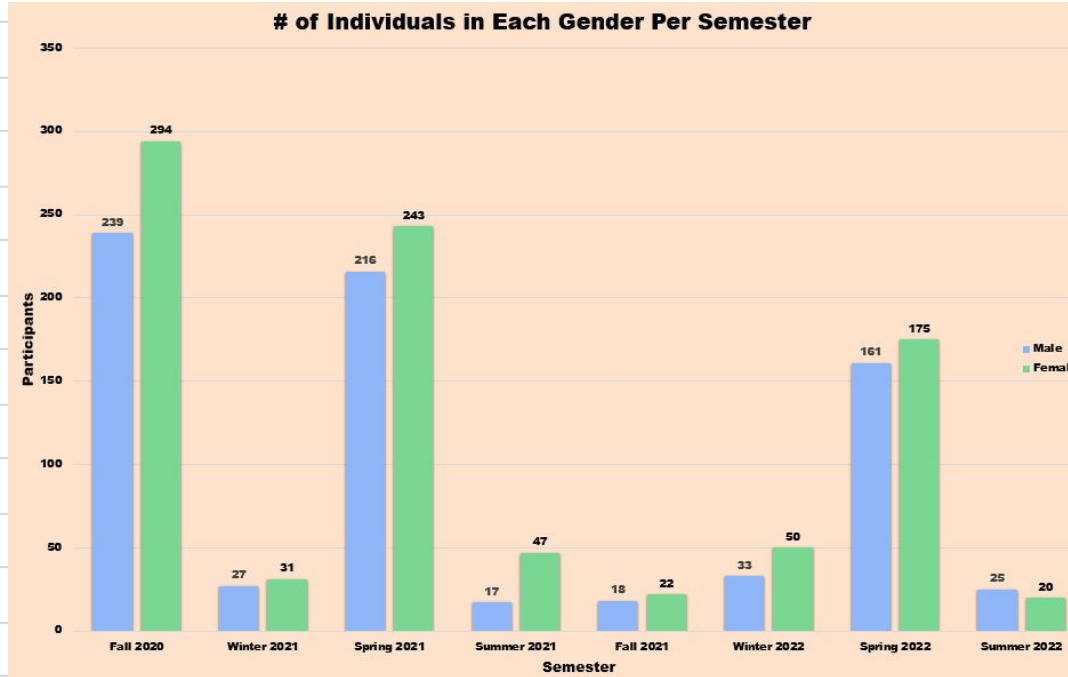


Race

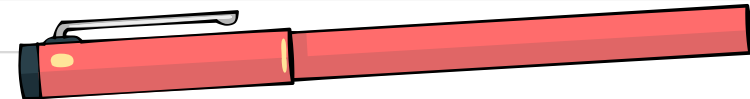


- Majority Caucasian
- Fall 2021: Hispanic Majority
- 47% White
- 17% Hispanic

Gender



- Spike in attendance in 2020 was presumably from the COVID-19 Pandemic
- Majority female students by semester
- Non-binary and other genders were not recorded



Solution

- Data collection should be more diverse so that proper planning can be implemented into diversity planning
- Collect more diverse data by polling a wider group of individuals
- Poll more adult learners to accurately serve the older community
- Gender data should be much more broad and accepting when recording data.
- Market Global Classroom opportunities to international students specifically
- Market Summer and Winter semesters equally as Fall and Spring



Conclusion

- Having a more diverse learning environment will benefit the entire Global Campus.
- Global classroom attendance has been declining, with a low participation rate with the lowest % being in Fall 2021.
- If given more time, we would have analyzed different majors, as the majors offered greatly impact student interest and interaction.

