



UMD Global Classroom Participant Analysis

Team IC23054

Osinakachi Amaefule, Cecilia Chavez, Jaclyn Tran, Peter Ho



Abstract

Beginning COVID-19, many classrooms transitioned to a virtual setting where students could still attend and participate in class without the risk of exposing themselves to the virus. The pandemic saw a rise in students participating in the University of Maryland's Global Classrooms– courses that offer an international virtual learning experience. The Global Classroom database provided consists of two academic years, 2020-2021 and 2021-2022, with the Fall, Spring, Summer, and Spring semesters available for both. We analyzed the Global Classroom data, using Tableau and Excel as our data visualization tools and focused on the following variables: race, ethnicity, gender, and student status. Within each year, we examined trends in student diversity. The fall semesters in both 2020 and 2021 only consisted of students who were Hispanic. The data shows that there tends to be more student diversity, along with a greater student population, during the spring semester compared to summer and winter. Based on our findings there is a general trend of specific races/ethnicities where White makes up the majority of the population followed by underrepresented and/or other minorities.

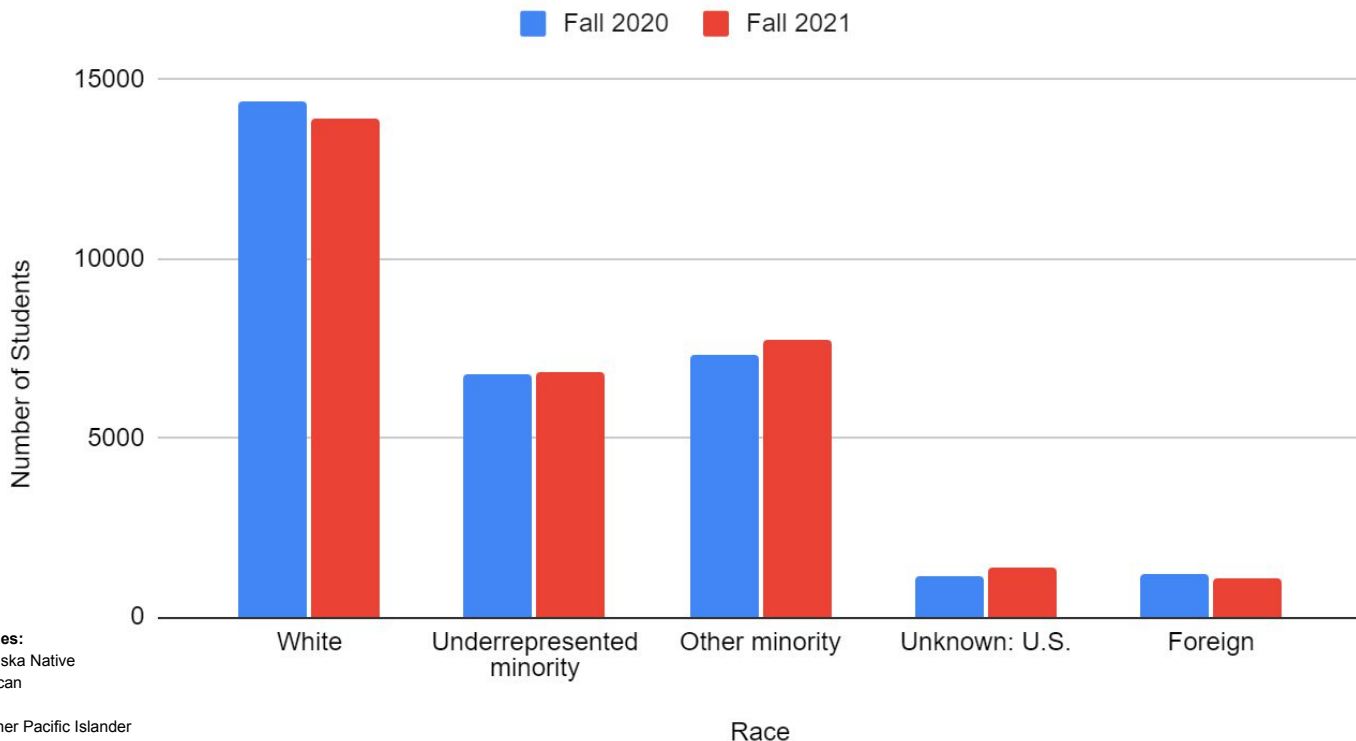


Analysis Questions

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)?

Diversity of UMD Student Population

Race Trends for UMD Population: Fall Semesters



Underrepresented minority includes:

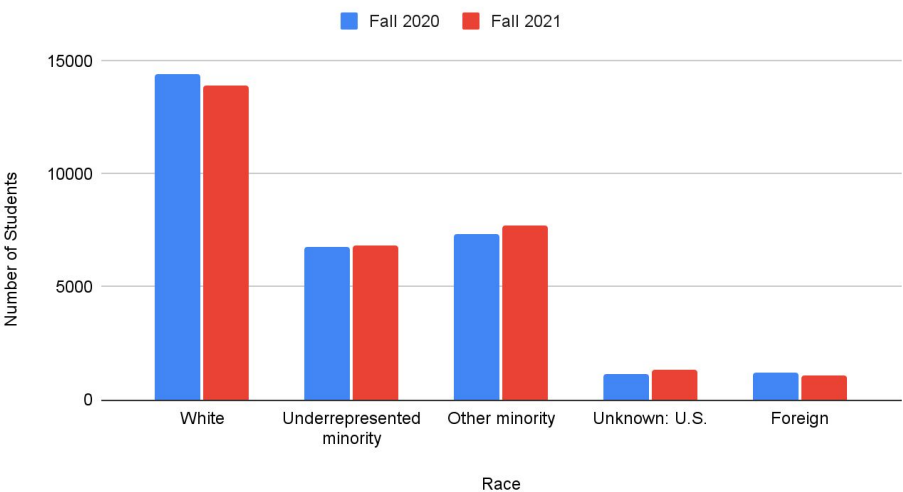
- American Indian or Alaska Native
- Black or African American
- Hispanic
- Native Hawaiian or Other Pacific Islander

Other minority includes:

- Asian
- Two or More

Diversity of UMD Student Population vs. Global Classrooms

Race Trends for UMD Population: Fall Semesters



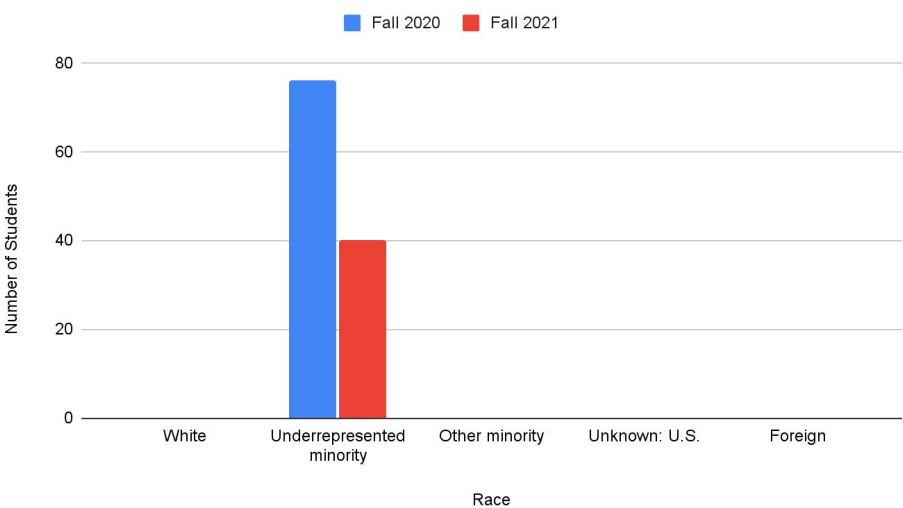
Underrepresented minority includes:

- American Indian or Alaska Native
- Black or African American
- Hispanic
- Native Hawaiian or Other Pacific Islander

Other minority includes:

- Asian
- Two or More

Race Trends for Global Classrooms - Fall Semesters



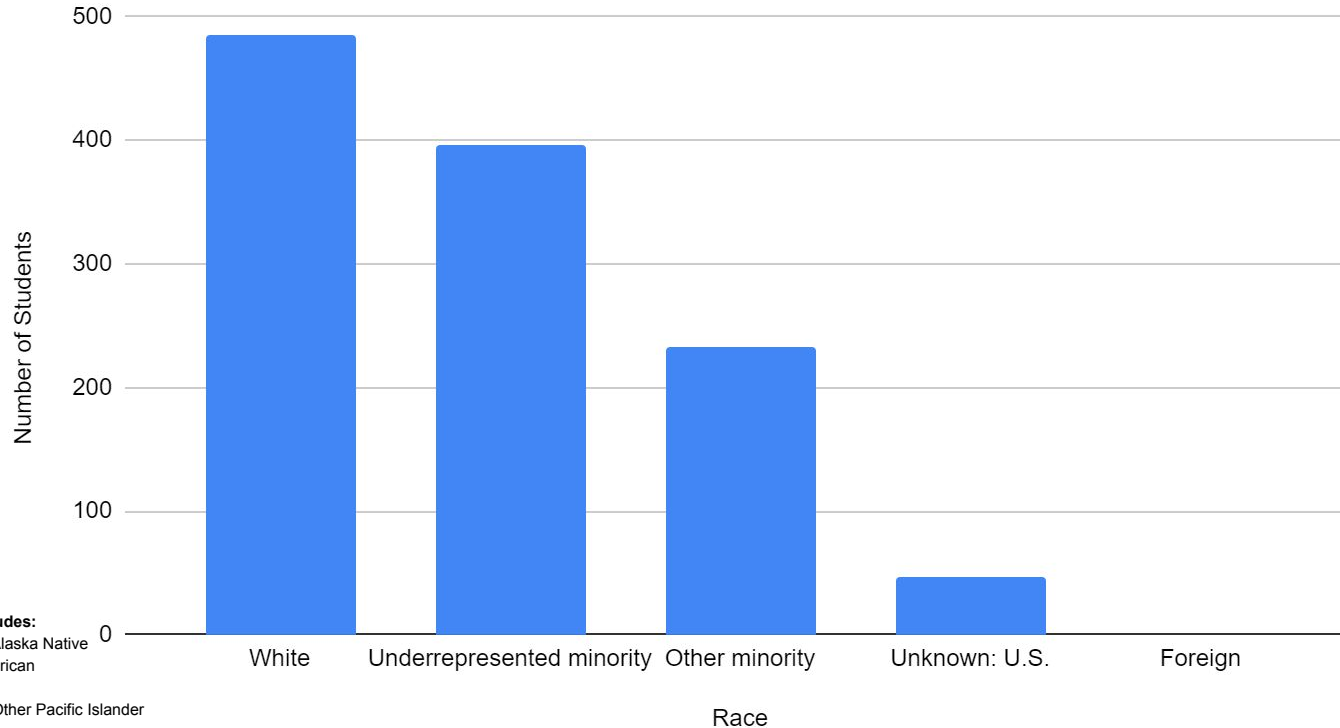


How is the student diversity of Global Classrooms compared to UMD College Park Student Diversity?

- Compared only the Fall semesters
 - UMD College Park dataset consisted of only Fall semesters
- Global classrooms showed little to no diversity
 - Only students who identified as Hispanic
- UMD College Park was more diverse considering it had a much larger student population
 - Majority of White students
- However, the diversity of Global Classrooms improved when looking at its Spring, Summer, and Winter semesters

General Trend in Diversity of Global Classroom

Race Trends for Global Classrooms - All Semesters



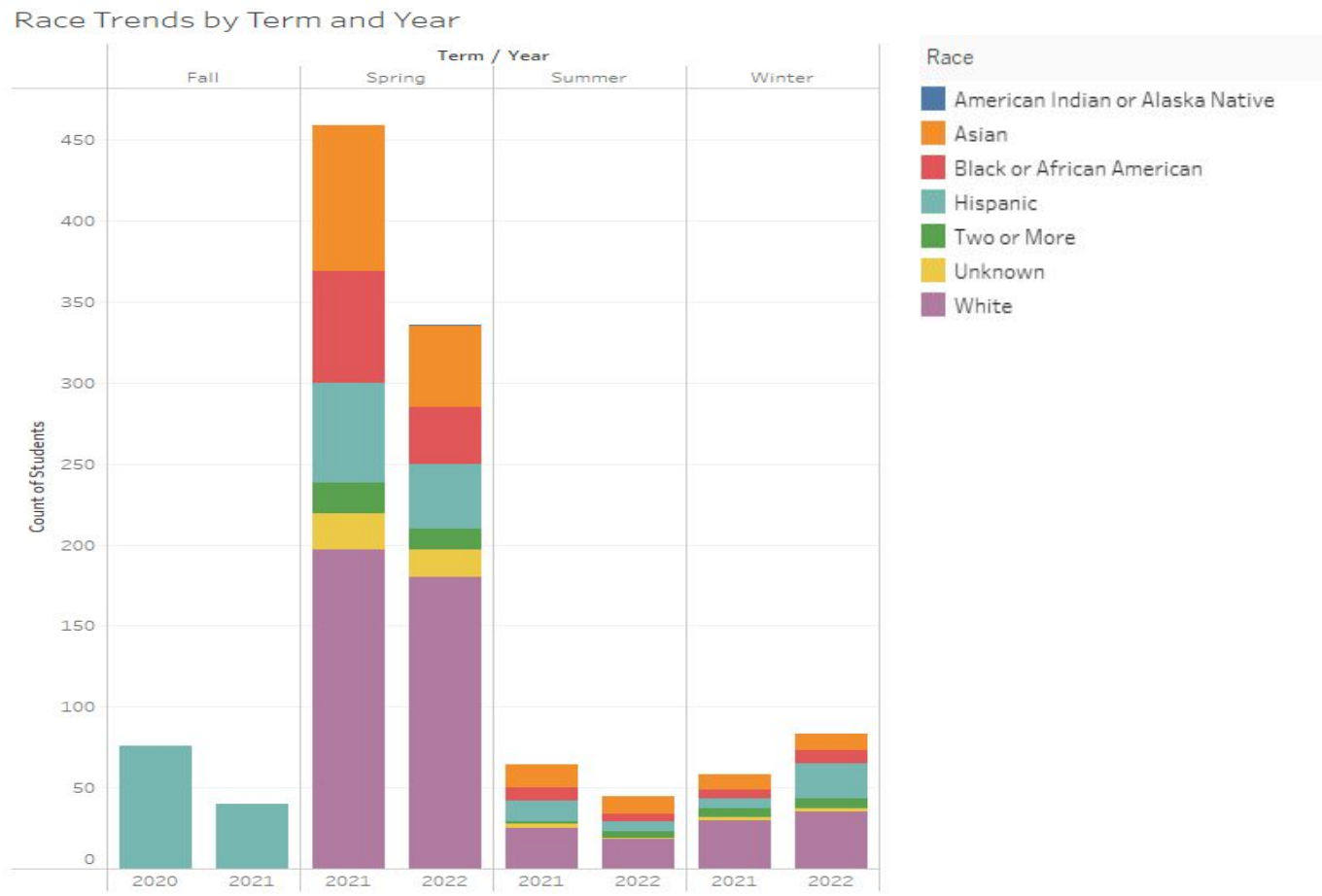
Underrepresented minority includes:

- American Indian or Alaska Native
- Black or African American
- Hispanic
- Native Hawaiian or Other Pacific Islander

Other minority includes:

- Asian
- Two or More

Diversity of Global Classroom Race by Terms and Year



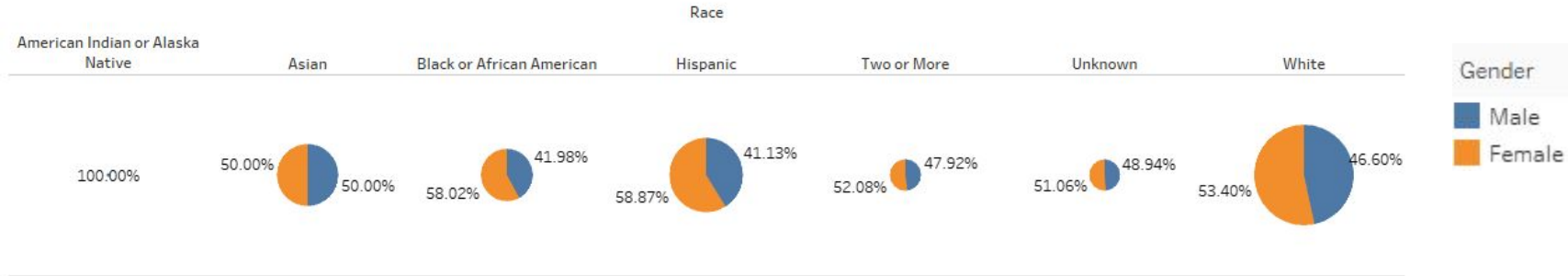


How does the student diversity vary by term and year?

- The diversity across all semesters and between each semester generally follow the same trends
- Except for the fall semesters with the entire population being Hispanic, each semester demonstrates a majority of students who are White
- There tends to be greater student population during the spring semester and is the most diverse overall
- From one semester to the next, the number of students for each race stays relatively the same
 - Exception: summer and winter semesters have lowest student populations enrolled in global classrooms

Diversity of Global Classrooms by Gender and Race

Gender Trends by Race



1 male American Indian or Alaska Native

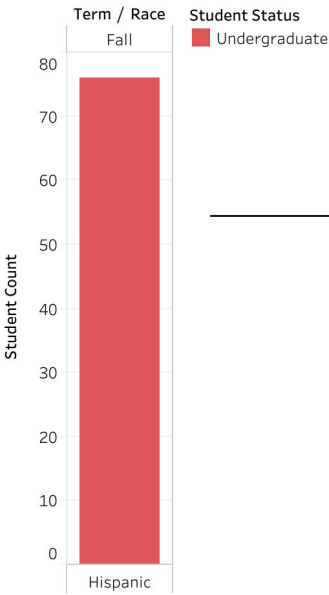


How does the student diversity vary by gender?

- These charts observe the distribution of males and females within each race. In general, it is balanced as there are not a majority of males or females
 - Note: slightly more females than males

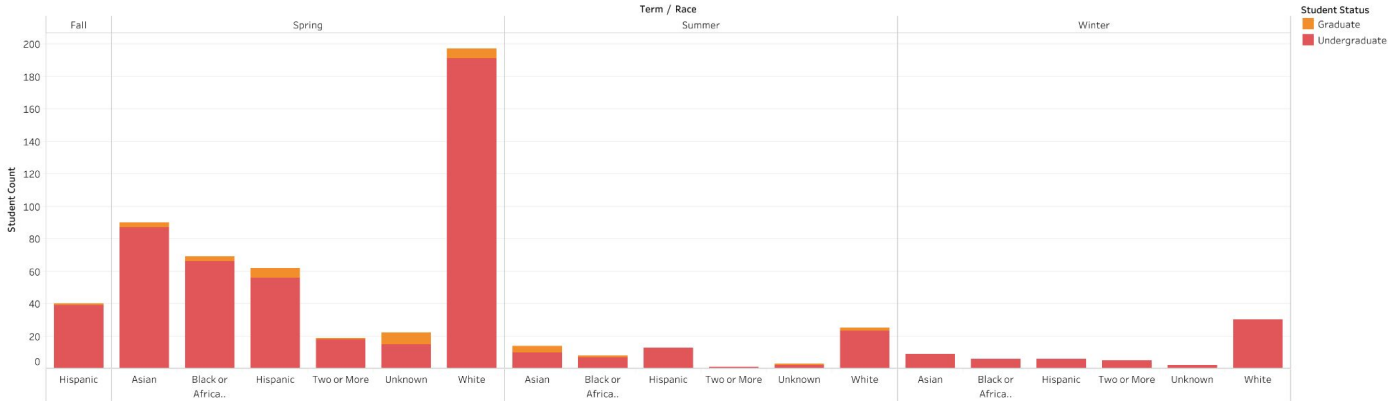
Student Status Trends by Term and Race

2020



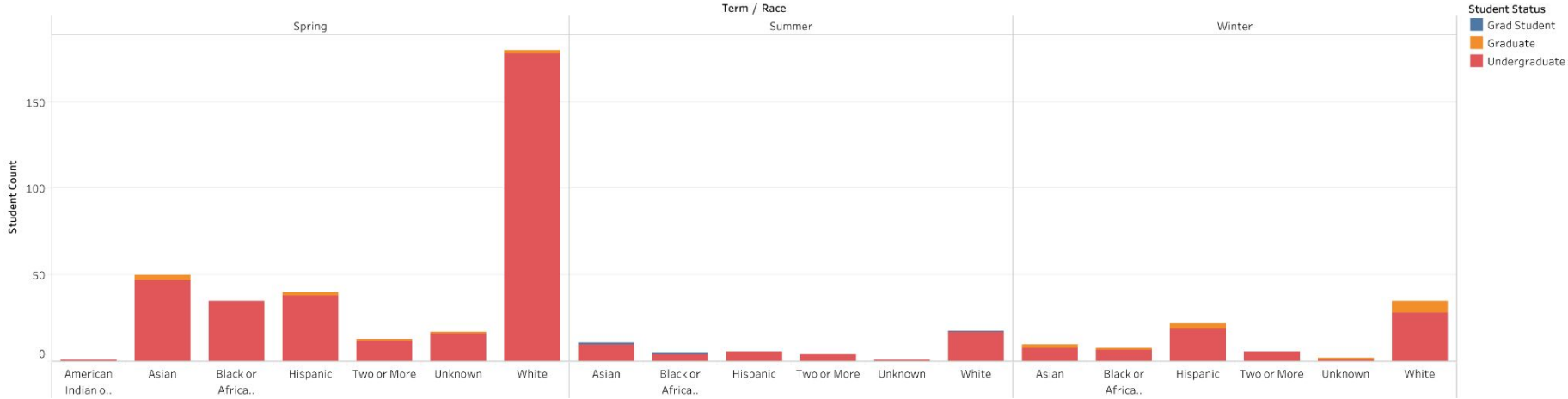
2021

Student Status Trends by Term and Race



2022

Student Status Trends by Term and Race





Do these trends vary by student status?

- For the year of 2020, 76 students enrolled in global classrooms only for the Fall semester
 - The entire population were of the Hispanic race only and undergraduates
- In 2021, students enrolled in global classrooms for all 4 terms and the majority being undergraduates
 - For the Fall semester there were only students of the Hispanic race, 39 being undergraduates and only 1 graduate student
 - For the spring, summer and winter terms there were students from all races. Majority of the students were undergraduates and of the White race. No graduate students enrolled during the winter term.
- In 2022, students only enrolled for the spring, summer and winter term. The majority were undergraduates. There were a few graduate students enrolled in each term. Majority of the population were White.



Conclusion

In conclusion, this task presented an opportunity for our group to showcase our creativity and analytical skills by determining how the information can be compared and analyzed across various semesters and academic years. Analyzing diversity in this context is important because it helps identify potential disparities in higher education based on various demographic factors. Understanding these disparities is crucial to promote inclusive and equitable educational policies and practices that ensure equal opportunities for all students. Moreover, the analysis of the Global Classroom database can reveal insights into the impact of the COVID-19 pandemic on students' educational experiences and outcomes, which can inform decision-making and planning for future semesters. Overall, participating in this challenge provides us with an excellent opportunity to engage in meaningful research and contribute to the ongoing conversation on diversity and inclusivity in higher education. It also reinforces the importance of collecting and analyzing data on diversity to inform policy decisions and create a more equitable and just society.