



UMD Global Classroom Participant Analysis

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Problems and Findings

Presented 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)?
4. How does the number of courses vary by semester? By academic year?

What we discovered along the way:

- Various Barriers
- What are other factors that contribute to participation in the program?
- The typical student is a female undergraduate. This was the best generalization we could come up with as the data online did not correspond entirely with the GCI data.
- The most participation is under the College of Education and BSOS
- An understanding of the certain increase or decrease of attributes based on our student experiences.

Findings: Discrepancies in Data

- Perm Resdnt vs Perm Res
- Graduate vs Grad Student
- Based on count, are there classes where there are only a few people in the class? No unique identifier
- Residency Classifications - what do some of them mean? What is a “resident without admissions”?
- Fall 2022 not included in the dataset
- Lots of Null data in Fall 2020 regarding citizenship and residency
- Two or More, Hispanic Unknown

Findings: GC Diversity Compared to UMD Diversity

The proportions are not necessarily the same for the typical student, as the GCI is another representation of the population here at UMD: the colleges. Most of the proportions overall in the campus, is 50-50 for male and female, and there are a lot more undergraduates than graduate students.

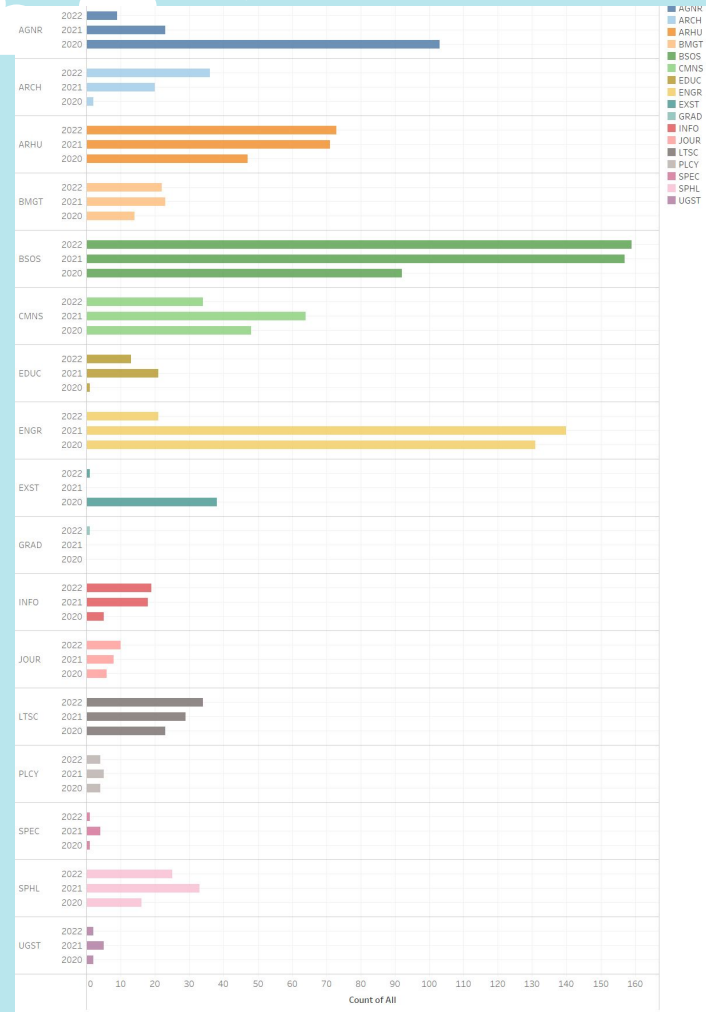
Extremely reflective of the UMD population, except for the gender and college aspect. The college participation ranges a bit, and we can assume as overtime, colleges realized the benefits of participating in this program: the main one being their students can have more flexibility.

Findings: GC Diversity Compared to UMD Diversity

Top Departments in GCI:

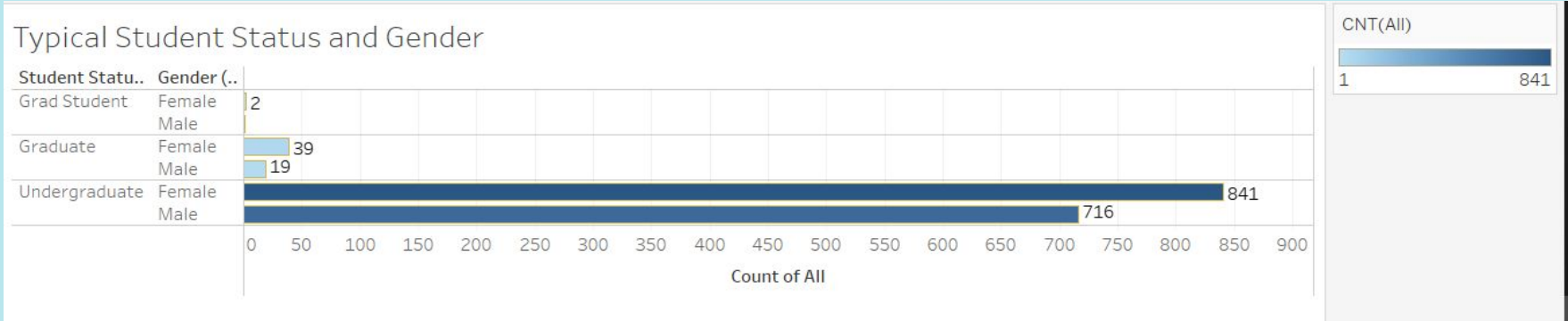
- ENGR
- BSOS
- AGNR (in 2020)

Meanwhile, UMD has some of the lowest departments counts in these colleges (except for ENGR) - <https://reports.umd.edu/tableaupublic/1807>

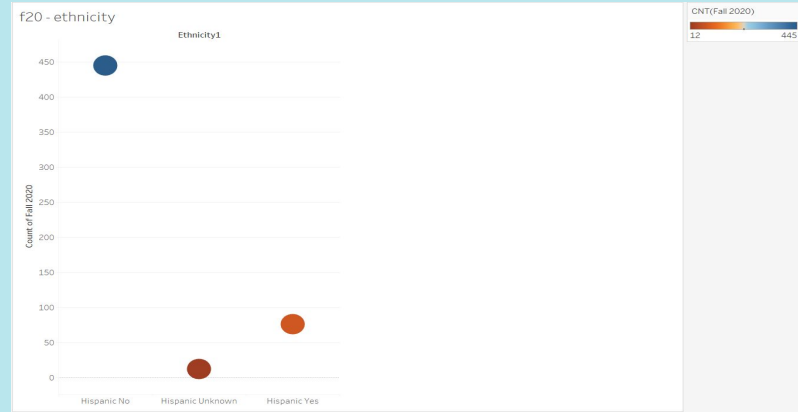
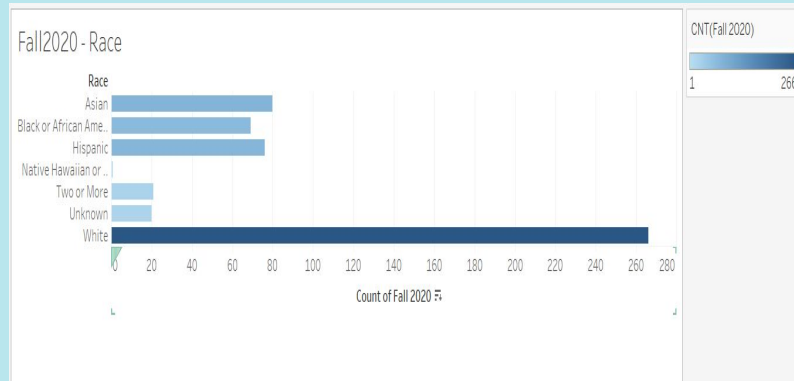


Findings: Trend Variation by Student Status

We focused on mainly undergraduate perspective and understanding as that is all we could really provide.



Findings: Diversity Variation by Semester / Academic Year

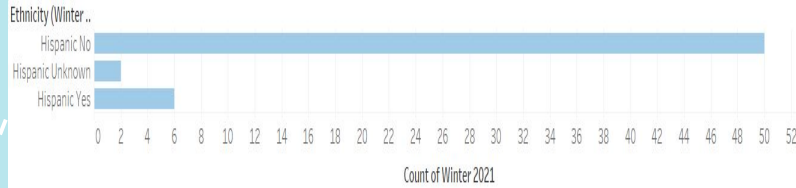


→ At least 60 more females
→ Interesting this had the most participation because COVID-19 was still at its height..enrollment was at one of its higher ends with 30,875 undergrads

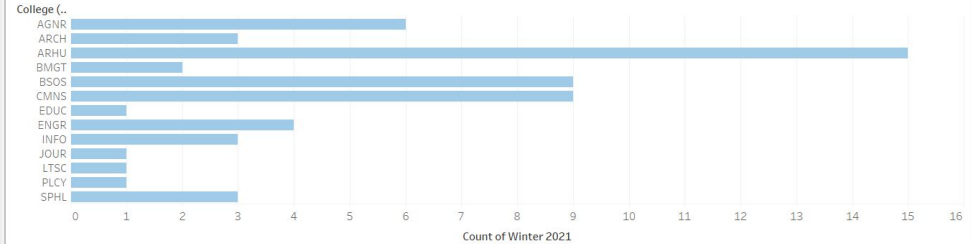
Fall 2020

Findings: Diversity Variation by Semester / Academic Year

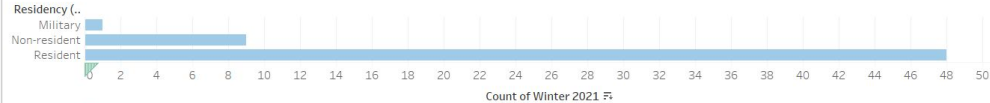
Win21 - Ethnicity



Win21 - College



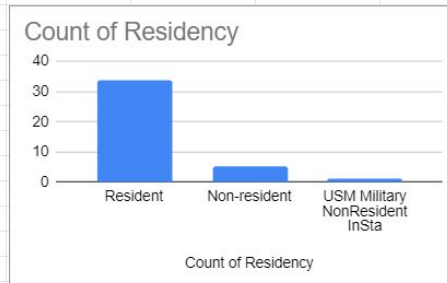
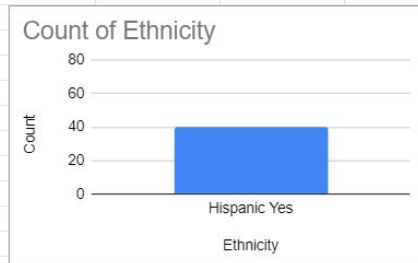
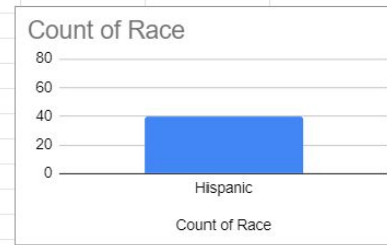
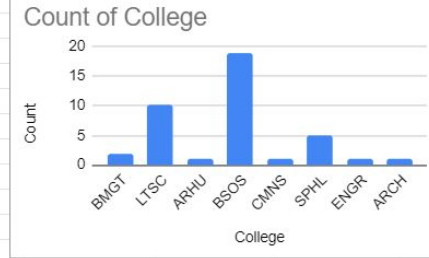
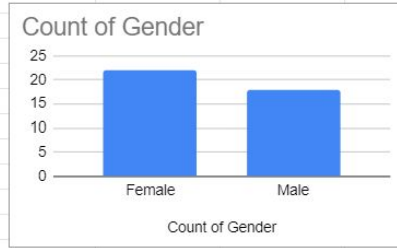
Win21



- Lots of Non-Hispanic Participants, mainly white participants
- ARHU has the highest participation
- Still only three categories of residents, most of which are residents.

Winter 2021

Findings: Diversity Variation by Semester / Academic Year

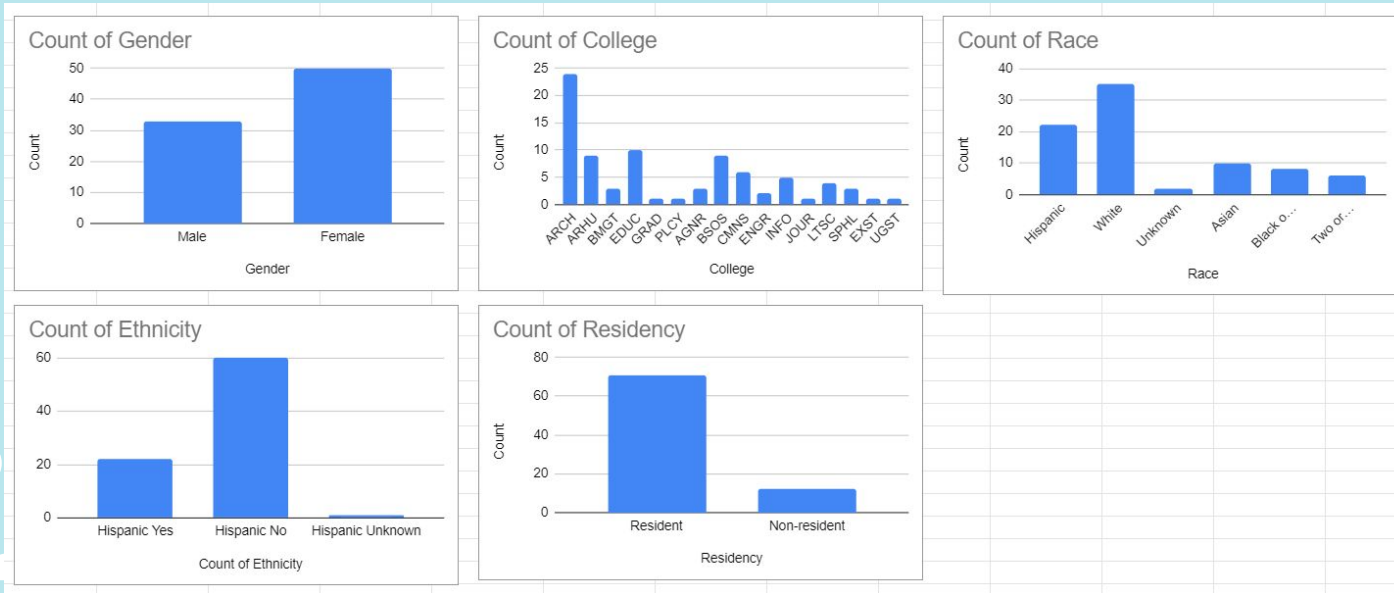


Findings:

- More female than male
- All Hispanic participants
- Most participants from BSOS or LTSC
- Most are US residents

Fall 2021

Findings: Diversity Variation by Semester / Academic Year



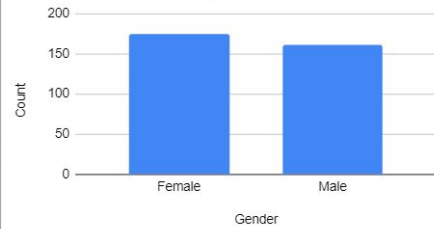
Winter 2022

Findings:

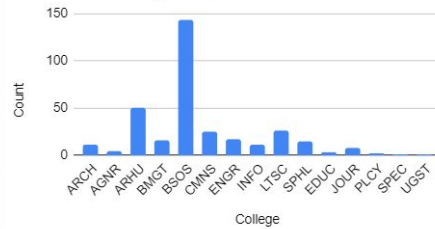
- More female than male participants
- Majority of participants are white and not Hispanic, but still several Hispanic participants
- Most participants from ARCH or EDUC
- Larger range of participants from different colleges compared to fall 2021
- Most are US residents

Findings: Diversity Variation by Semester / Academic Year

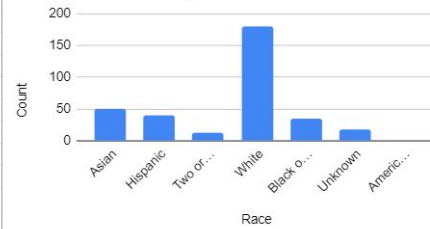
Count of Gender - Spr22



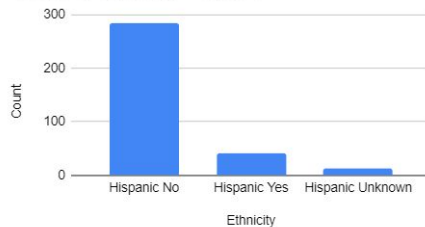
Count of College - Spr22



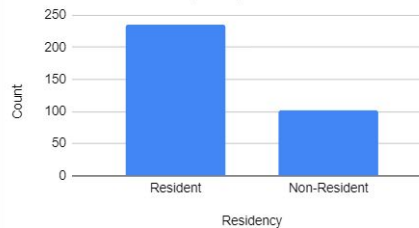
Count of Race - Spr22



Count of Ethnicity - Spr22



Count of Residency - Spr22

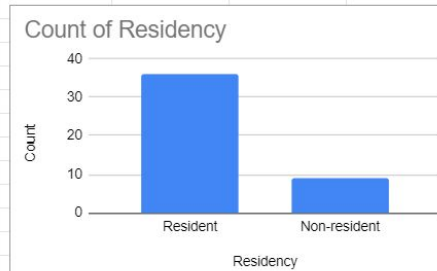
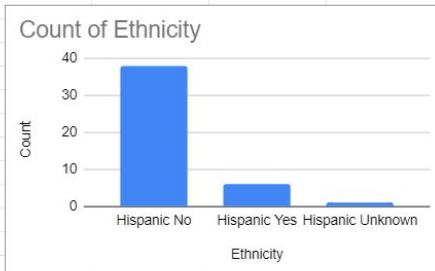
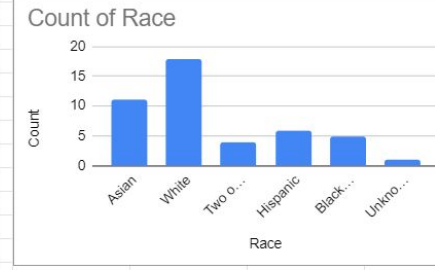
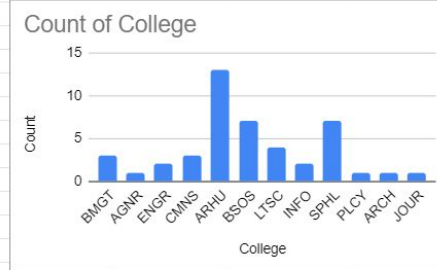
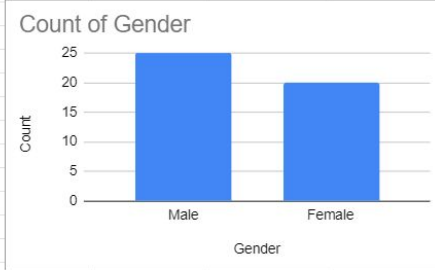


Findings:

- More female than male participants
- Mostly white, non-Hispanic participants
- Most participants from BSOS
- Most are US residents

Spring 2022

Findings: Diversity Variation by Semester / Academic Year



Findings:

- More male than female participants
- Mostly white, non-Hispanic participants
- Several Asian participants
- Most participants from ARHU, BSOS, and SPHL
- Most are US residents

Summer 2022

Findings: Diversity Variation by Semester / Academic Year

Overall findings for the Fall 2020-Summer 2021 academic year:

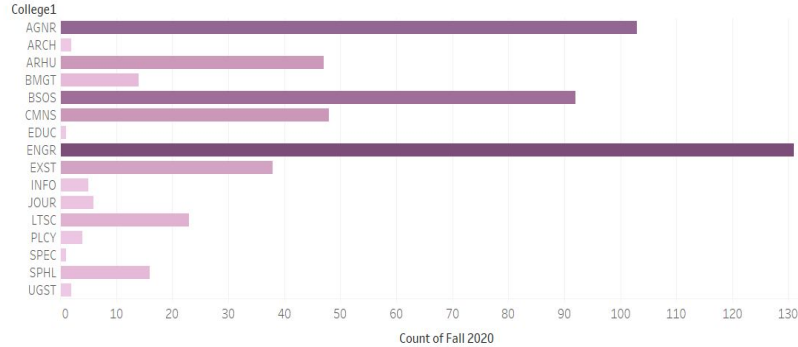
- Lots of female participants
- Colleges participation had a range
- Lots of residency types
- Increase of graduate students

Overall findings for the Fall 2021- Summer 2022 academic year:

- Usually more female participants than male participants
- Majority white participants in most semesters
 - However, fall 2021 had all Hispanic participants
- Most participants from BSOS
- Most participants are US residents

Findings: Course Variation by Academic Year

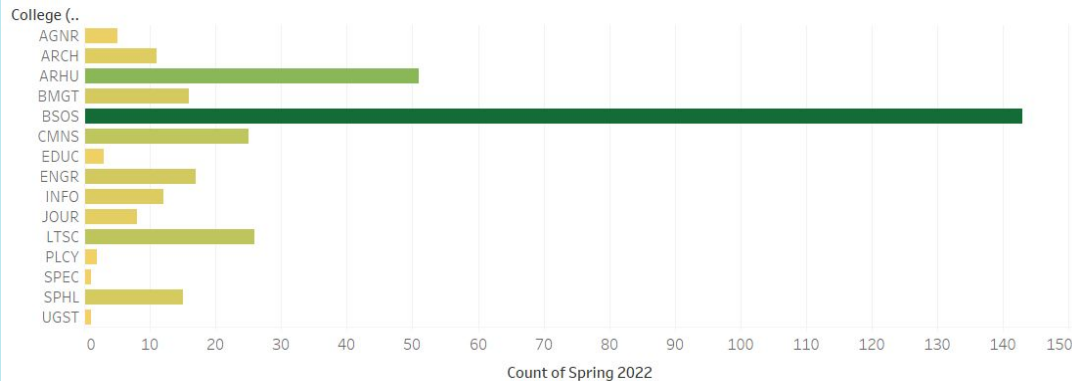
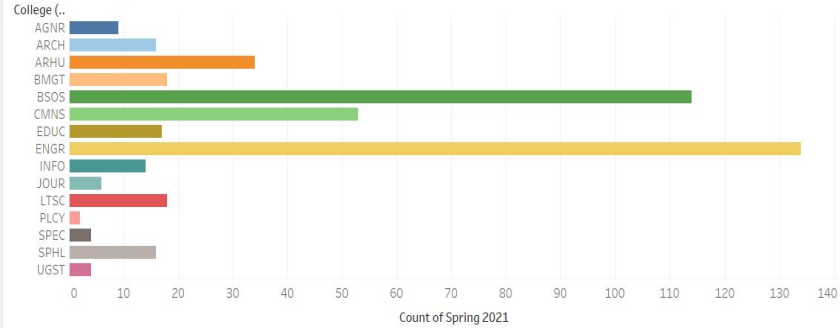
Fall2020 - College



CNT(Fall 2020)



Spr21 - College



BSOS has the most participants

Findings: Course Variation by Academic Year

An increase of classes, offered which definitely must have been affected by the number of professors available and the increase of participation.

Overall findings for the Fall 2020-Summer 2021 academic year:

- Lots of female participants
- Colleges participation had a range
- Lots of residency types
- Increase of graduate students

Overall findings for the Fall 2021- Summer 2022 academic year:

- Usually more female participants than male participants
- Majority white participants in most semesters
 - However, fall 2021 had all Hispanic participants
- Most participants from BSOS
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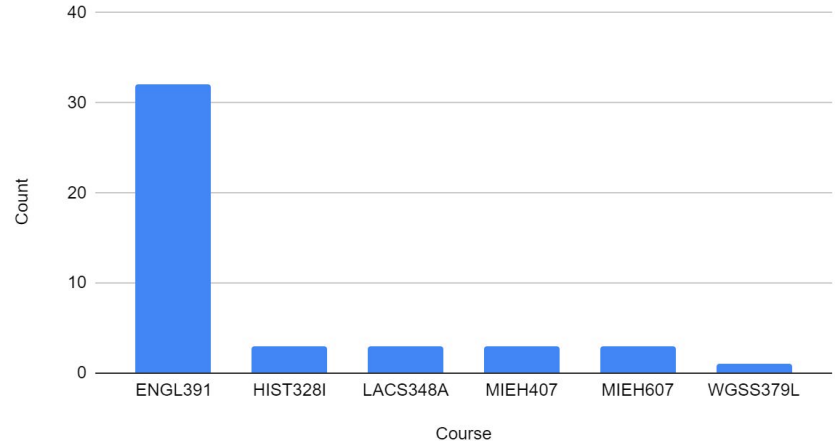
Findings: Course Variation by Semester (Win/Sum)

Lowest Participation out of all the semesters.

Low Participation can be a reflection of the capacity of the professors and the student types who are taking classes over condensed semesters.

GCI offers lots of classes for colleges that are pretty low in population so this could also be a way the students in the colleges are balancing their schedule.

Count of Course - Summer2022



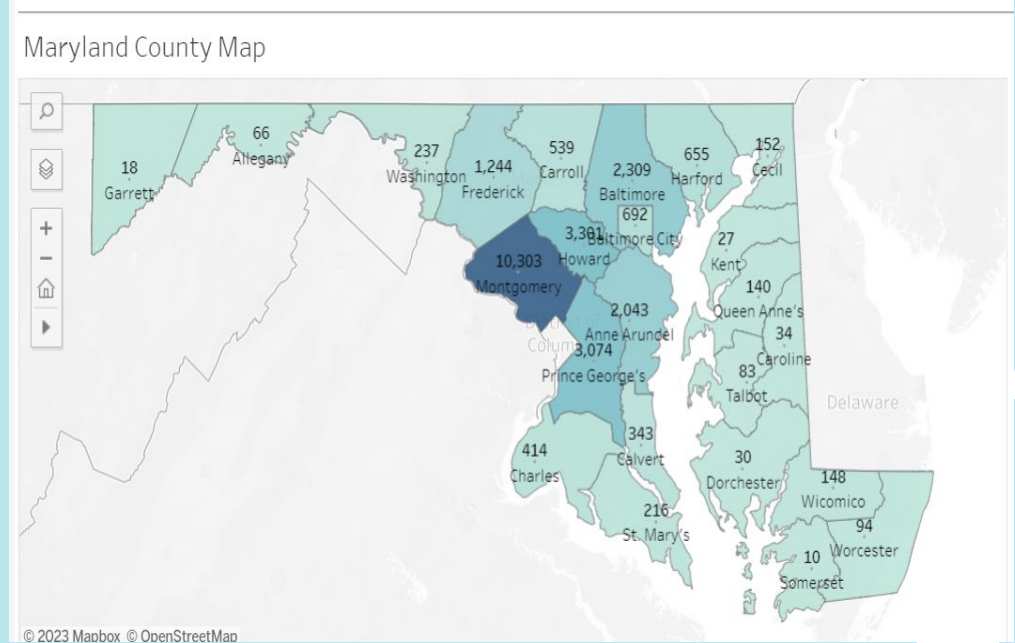
UMD Population: State of Maryland

Most of UMD's population is from MD.

Why does this matter?

→ The regional aspect better understands who makes up the population of MD, and how that impacts UMD student population.

According to UMD reported data, almost 90% of the UMD population is from Maryland.



Technology and Income Barriers

How can we address why the student population of GCI is not diverse? Other than the diversity factors, we need to address WHY and it isn't just because of the student population of UMD.

- The Abell Foundation reports based on the American Community Survey, up to 20 percent of the Maryland population doesn't have broadband access or a home device (laptop, tablet, desktop).
- Most of the communities affected by this are low-income and people of color. Those communities that aren't necessarily able to participate in this program
- Participation increased in Spr of 2021 but then dropped immensely - was that due to COVID and people's ability to access technology and afford attending school?
- Income and responsibilities have a huge effect on the programs people can participate in.

Technology Resources @ the College Park Campus: Tech Equipment Loan

Recommendations: Understanding UMD's Populations

Being more diverse to the entire campus is the end goal, but to understand the other identities tied to someone other than race, ethnicity and gender can provide even more insight.

- More outreach to commuters and transfers
- Working with advisors to encourage more students to try the program, or if they would be a good fit for this program
- Stronger in-house data collection - this can be achieved with shorter survey, incentivizing the student survey
- Collect information on technology access because that is definitely a barrier!

Tasks and ideas we wanted to explore a bit more

- Compare Maryland State data, against UMD data more
- Combine visualizations to understand discrepancies
- Statistical Analysis & Tools
- More information about Transfers - <https://www.usmd.edu/IRIS/>
- Perspectives (Residency, Graduate Students)
- How COVID-19 impacted people's participation and the program itself
- Surveys provided by GCI