State of the University
Nariman Farvardin
Undergraduate Education Matters
Undergraduate Enrollment

Undergraduate enrollment has become too large
New Transfer Enrollments

We have also started new programs at Shady Grove
SAT Score of New Students

25th Percentile
75th Percentile

Fall 2000 | Fall 2001 | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007
25-75% SAT Score Peer Comparisons (Fall 2006)
Freshman Admit and Yield Rates (Fall 2006)
Transfer Admit and Yield Rates (Fall 2006)
An Interesting Observation

• Of all high school graduates in the State of Maryland who score 1300 and above in SAT
  – 25% enroll at UMD
  – 8% enroll in all other universities in Maryland, public and private
  – 67% leave of state

• Maryland is the 3rd largest net exporter of students in the US.
Migration of New College-Bound Students into and out of Maryland

- **Migrate out of MD**
- **Migrate into MD**

![Graph showing migration trends over the years](chart)
2nd Year Retention Rates

Our progress has plateaued

- All Students
- African Americans
- Hispanics

Cohort

- Fall 1999
- Fall 2000
- Fall 2001
- Fall 2002
- Fall 2003
- Fall 2004
- Fall 2005
- Fall 2006
2nd Year Retention Rate Comparisons
(Fall 2006 Cohort)

We need to intensify our efforts
4- 5- and 6-Year Graduation Rates

We have made excellent progress; 4-year rates have plateaued.

Cohort

Fall 1996  Fall 1997  Fall 1998  Fall 1999  Fall 2000  Fall 2001  Fall 2002  Fall 2003
6-Year Graduation Rate Comparisons
(2000 Cohort)

We have a long way to go; need new ideas

[Bar chart showing graduation rates for UMD, Berkeley, UCLA, UIUC, Michigan, and UNC.]
Undergraduate Student Diversity

- Asian
- Unknown
- White
- American Indian
- African American
- Foreign
- Hispanic
Percentage Minority Enrollment
(Fall 2006)
Percentage of African American Students

<table>
<thead>
<tr>
<th></th>
<th>UMD</th>
<th>Berkeley</th>
<th>UCLA</th>
<th>UIUC</th>
<th>Michigan</th>
<th>UNC</th>
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Percent of UG Credits Generated by Faculty Type (Fall 2006)

- 40% by T/TK Faculty
- 60% by non-T/TK faculty
- The T/TK faculty participation in teaching UG courses has been going down steadily
Undergraduate Issues

1. Reduce enrollment (# of transfers and # of freshmen)
2. Improve academic qualifications of incoming students
3. Improve distribution of students among colleges; revisit LEPs
4. Improve quality of education by engaging regular faculty, especially the best teachers
5. Revisit CORE to prepare students for the future
6. Increase student-faculty interaction
7. Improve academic rigor
8. Revisit living-learning programs to maximize the impact of resources
9. Improve overall student satisfaction with UG experience
10. Improve retention and graduation rates
Graduate Education Matters
Graduate Enrollment

Fall 2000 | Fall 2001 | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007
---|---|---|---|---|---|---|---
8,500 | 9,000 | 9,500 | 10,000 | 10,500 | 11,000
Graduate Student Diversity

Asian  Unknown  White  American Indian  African American  Foreign  Hispanic

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<th>Year</th>
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<td>50%</td>
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<tr>
<td>Fall 2007</td>
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</table>
Percent of Grad Credits Generated by Faculty Type (Fall 2006)

- 69% by T/TK Faculty
- 26% by non-T/TK faculty
- 5% by other
Time to Degree

FY 02  FY 03  FY 04  FY 05  FY 06

Masters  PhD
Graduate Issues

1. Recruitment of graduate students must become a university priority
2. The sizes of graduate programs (especially, PhD) appear to be a random process
3. There does not seem to be a good relationship between the magnitude of research programs and size of PhD program
4. Our financial aid packages are inadequate and unattractive
   • Minimum graduate stipends are too low
   • We don’t use the existing resources (fellowships, GAships, tuition remission, health benefits) judiciously
   • A small portion of our research expenditures support graduate students
5. Graduate student housing needs attention
6. Improve time-to-degree for PhD programs
7. Place emphasis on placement of PhD students
Research
FY05 R&D Expenditures Peer Comparison
(excludes medical school expenditures)
Research Issues

1. Despite impressive research dollars, we do not enjoy a high level of visibility in research
2. We need to place more emphasis on recruitment and retention of star faculty
3. We need more signature research programs in cross-disciplinary areas with significant societal implications
4. We must place more emphasis on the quality and impact of research programs
5. We need to better distribute our research dollars on graduate students
Other Issues
Undergraduate Enrollment

<table>
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<th>University</th>
<th>Enrollment</th>
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<td>UMD</td>
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<td>UNC</td>
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Graduate Enrollment

- UMD
- Berkeley
- UCLA
- UIUC
- Michigan
- UNC
Number of Faculty

(there are differences of definition for non T/TK faculty between institutions)

![Bar chart showing the number of faculty for UMD, Berkeley, UCLA, UIUC, Michigan, and UNC. T/TK faculty are represented in yellow, and Non T/TK faculty are represented in green. The bars for Michigan are significantly taller, indicating a higher number of faculty compared to the others.]
US News and World Report Ranking Among Public Universities

- Maryland
- Berkeley
- UCLA
- Illinois
- Michigan
- UNC
Number of Graduate Programs Ranked in Top 15 (Most Current)
Final Remarks

1. We must place more emphasis on the substance, quality and impact of what we do, and be relentless in communicating our academic and scholarly achievements.

2. We must become more efficient in utilizing our embedded resources and align our resources with our priorities.

3. We should reduce our reliance on non T/TK faculty