



State of the University

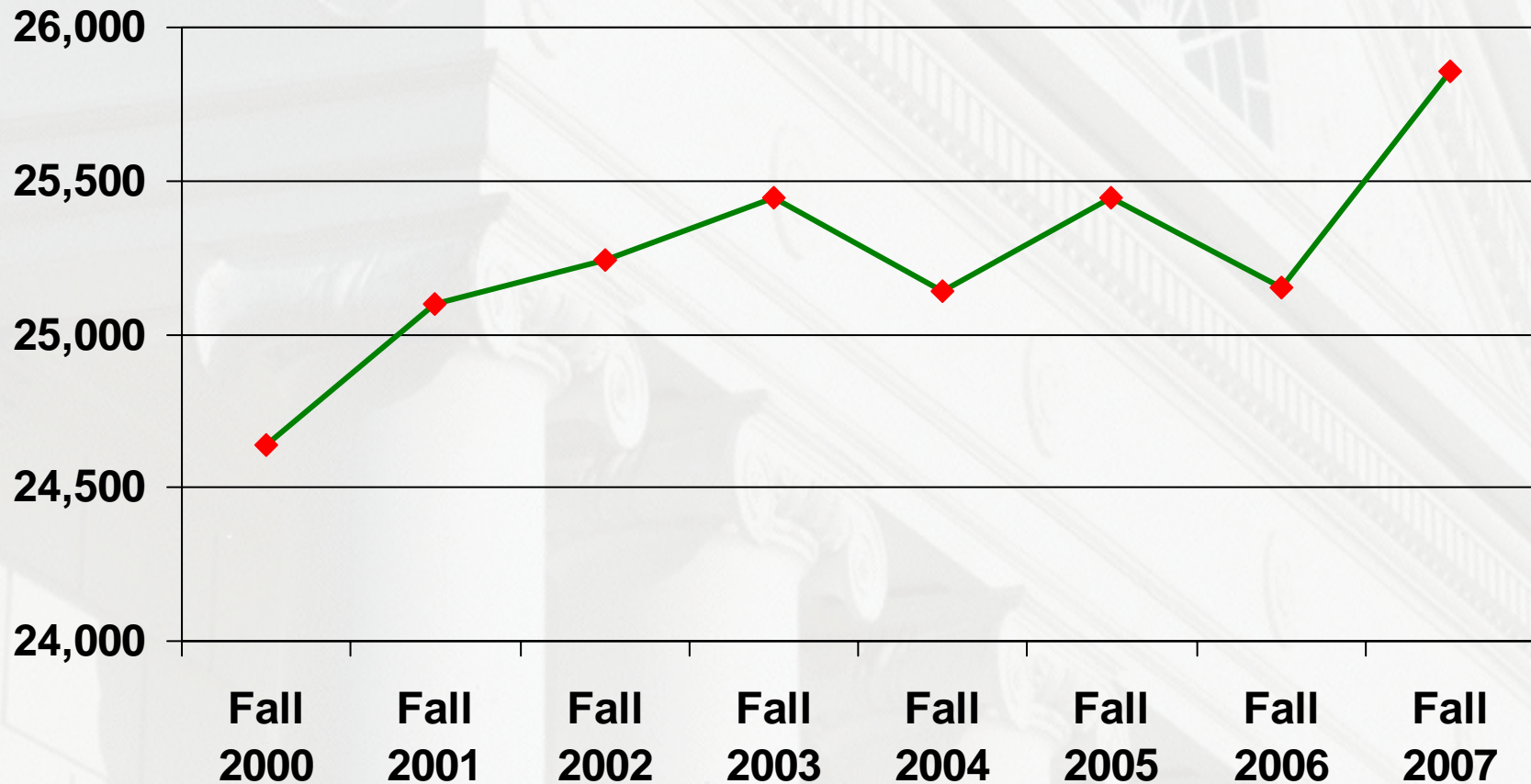
Nariman Farvardin



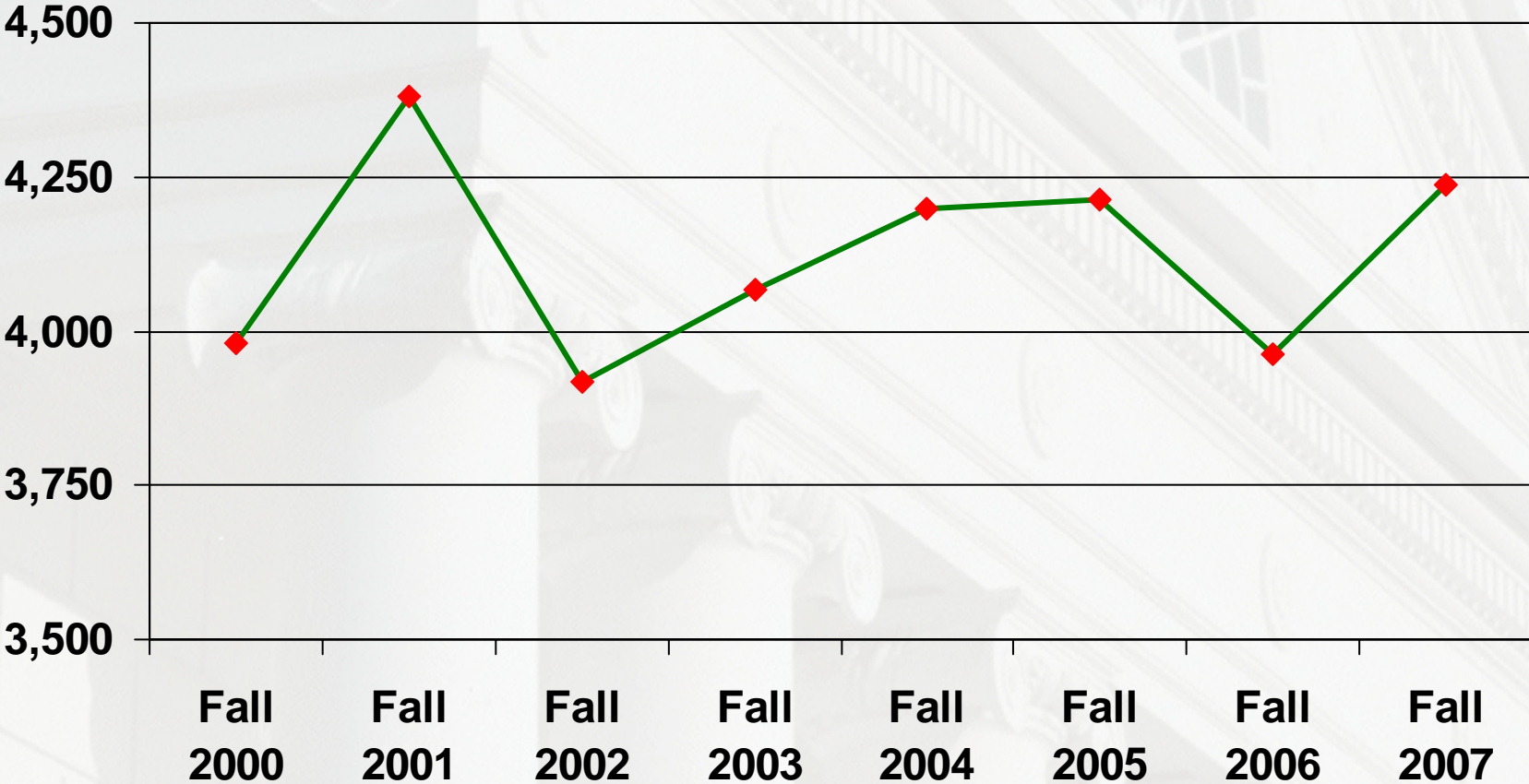
Undergraduate Education Matters

Undergraduate Enrollment

Undergraduate enrollment has become too large

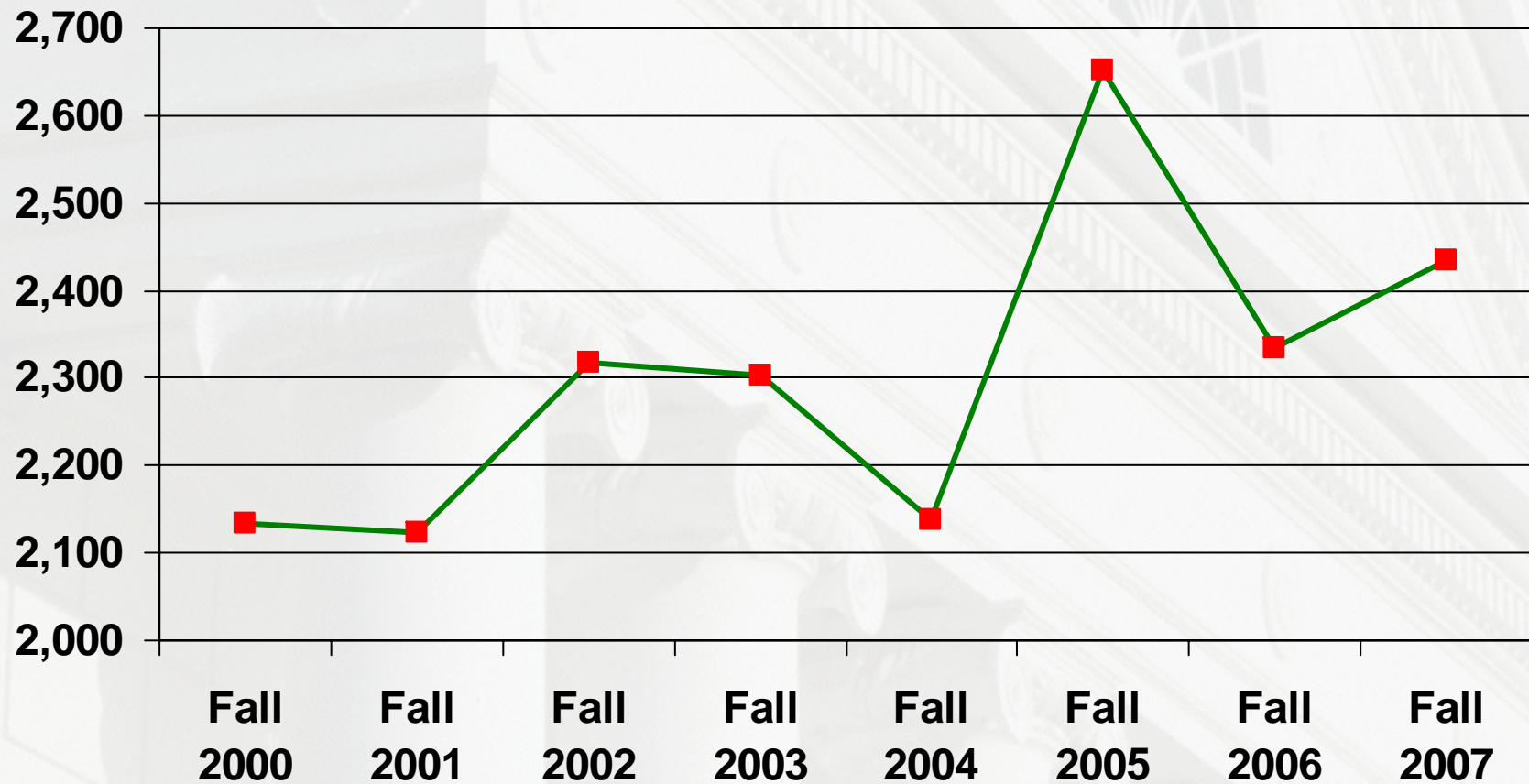


Freshman Enrollments

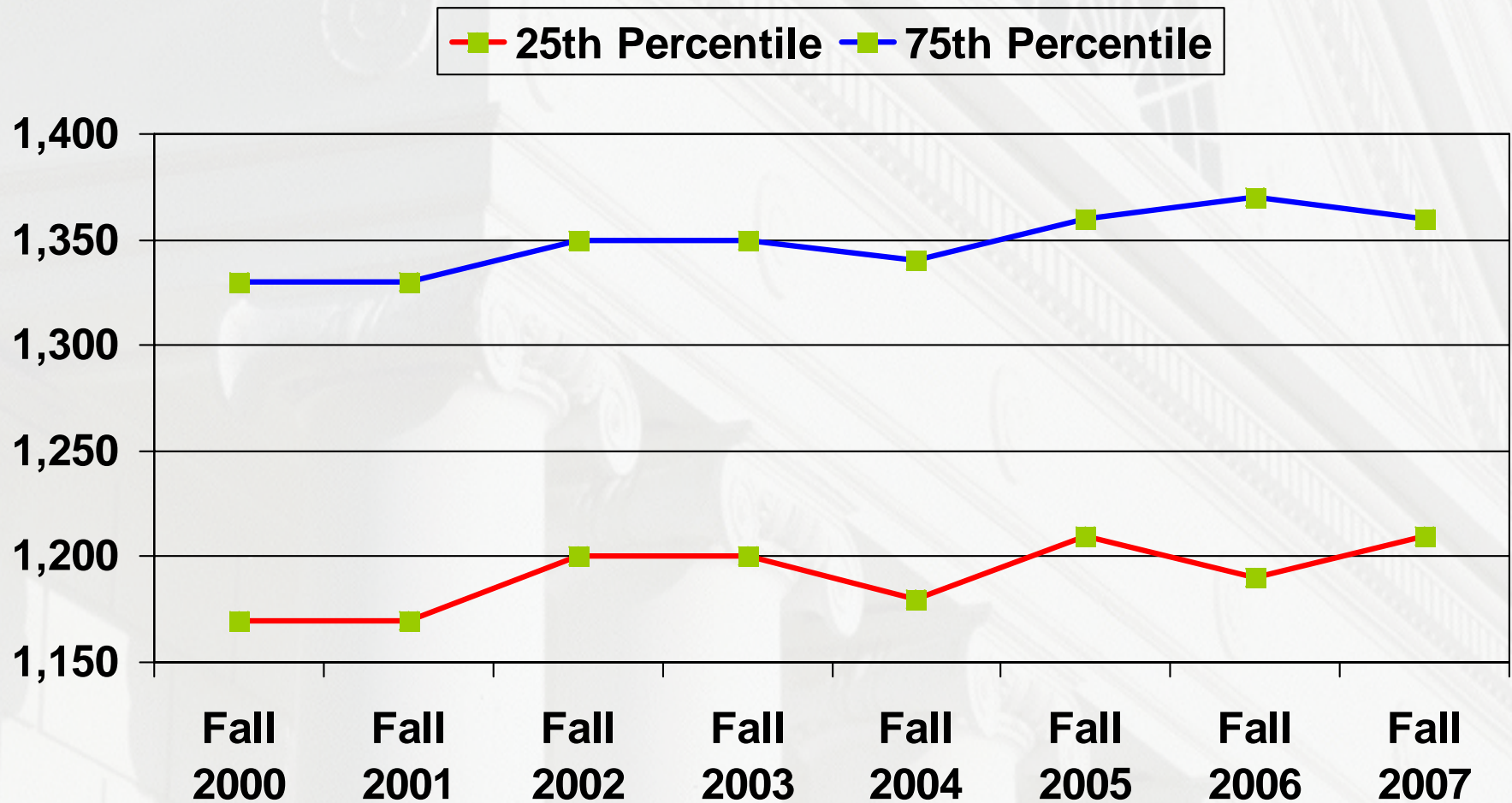


New Transfer Enrollments

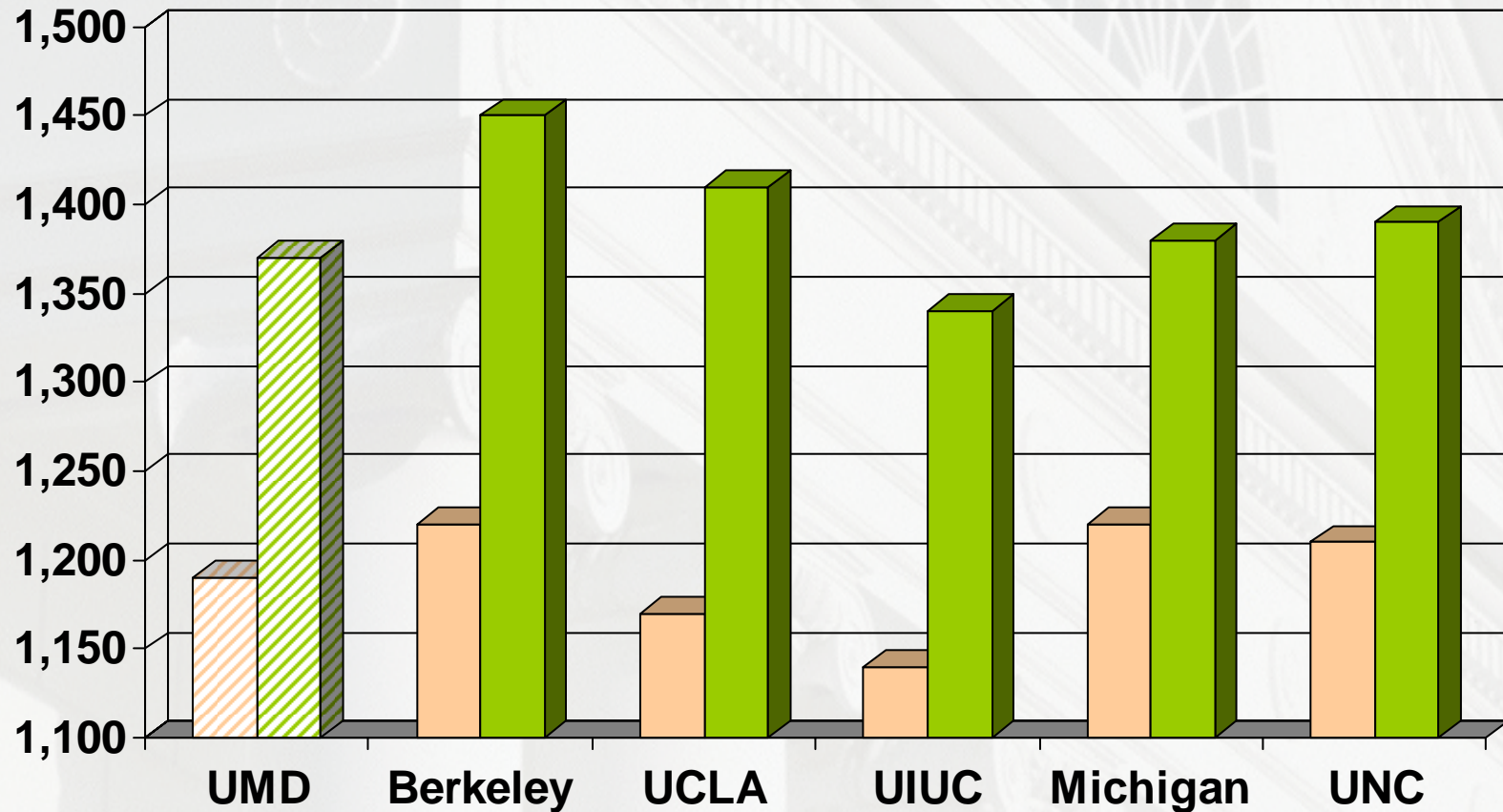
We have also started new programs at Shady Grove



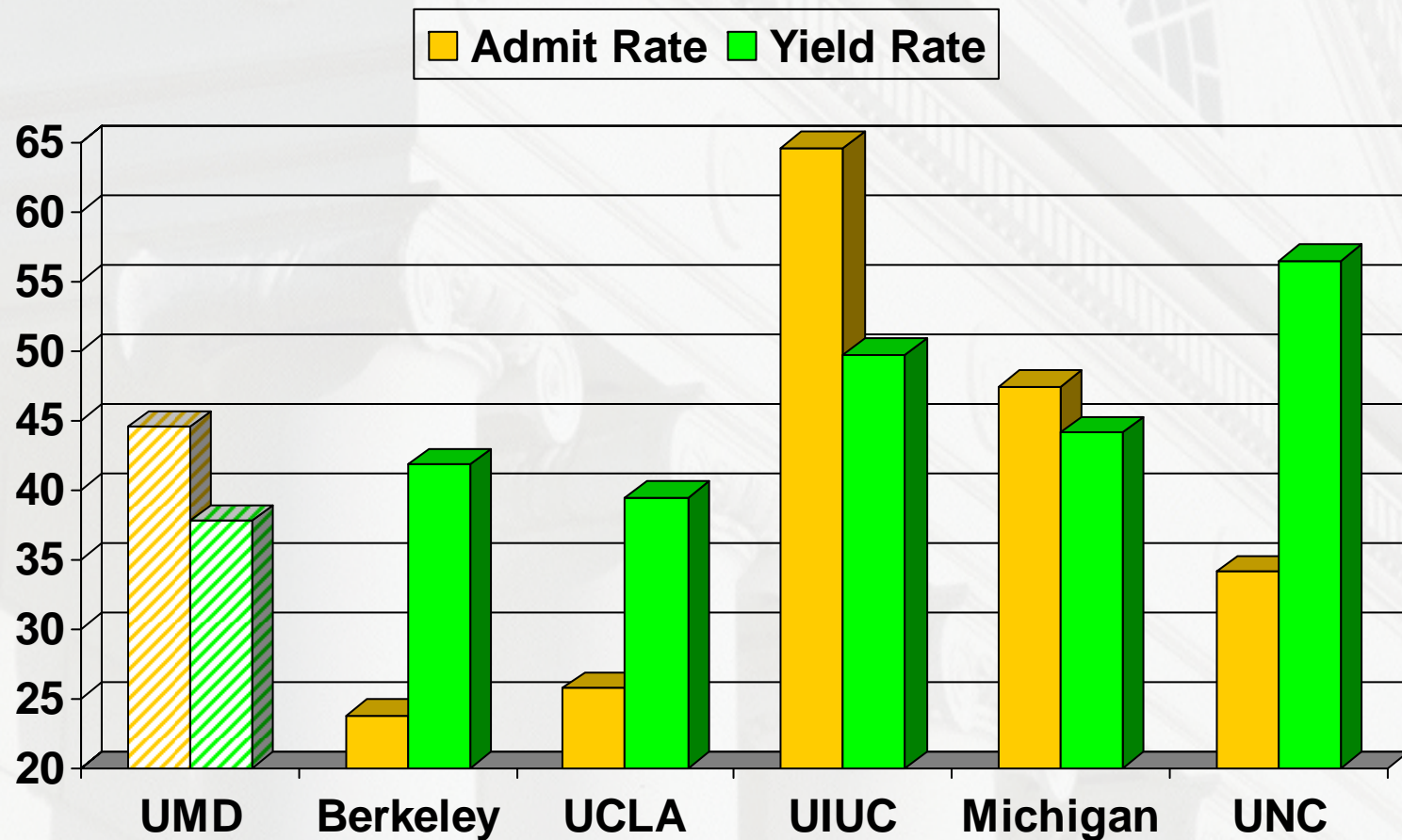
SAT Score of New Students



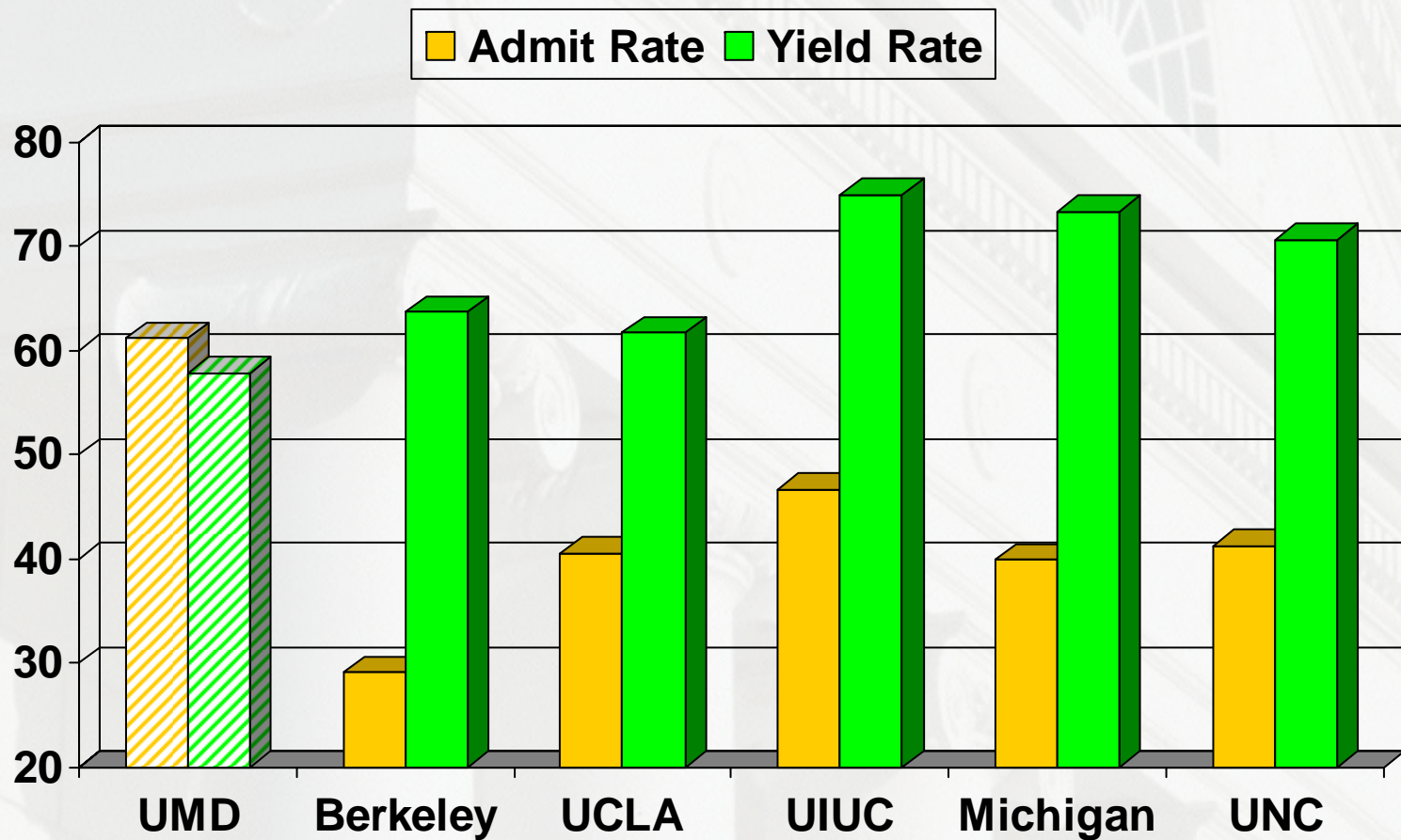
25-75% SAT Score Peer Comparisons (Fall 2006)



Freshman Admit and Yield Rates (Fall 2006)



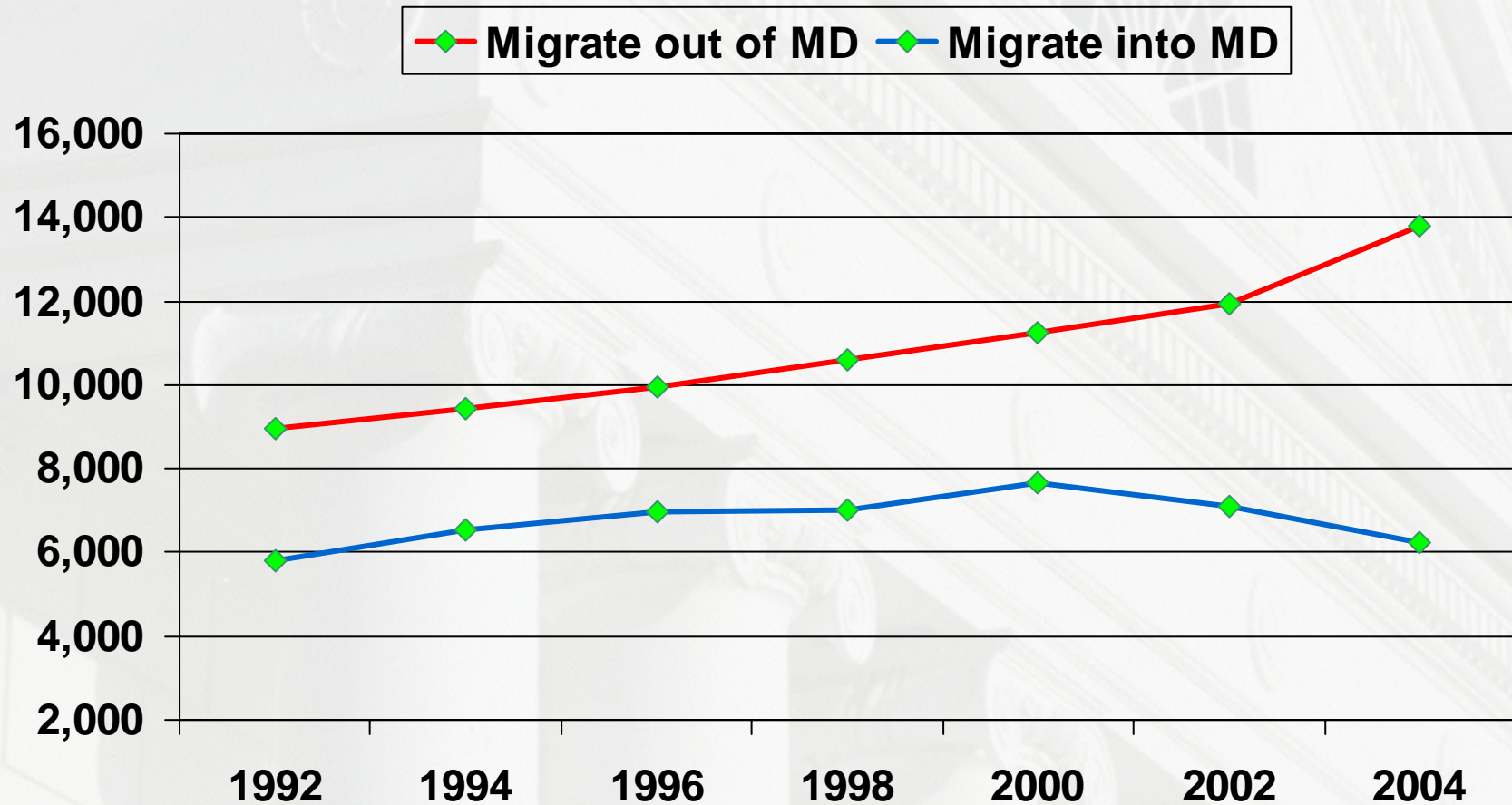
Transfer Admit and Yield Rates (Fall 2006)



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.

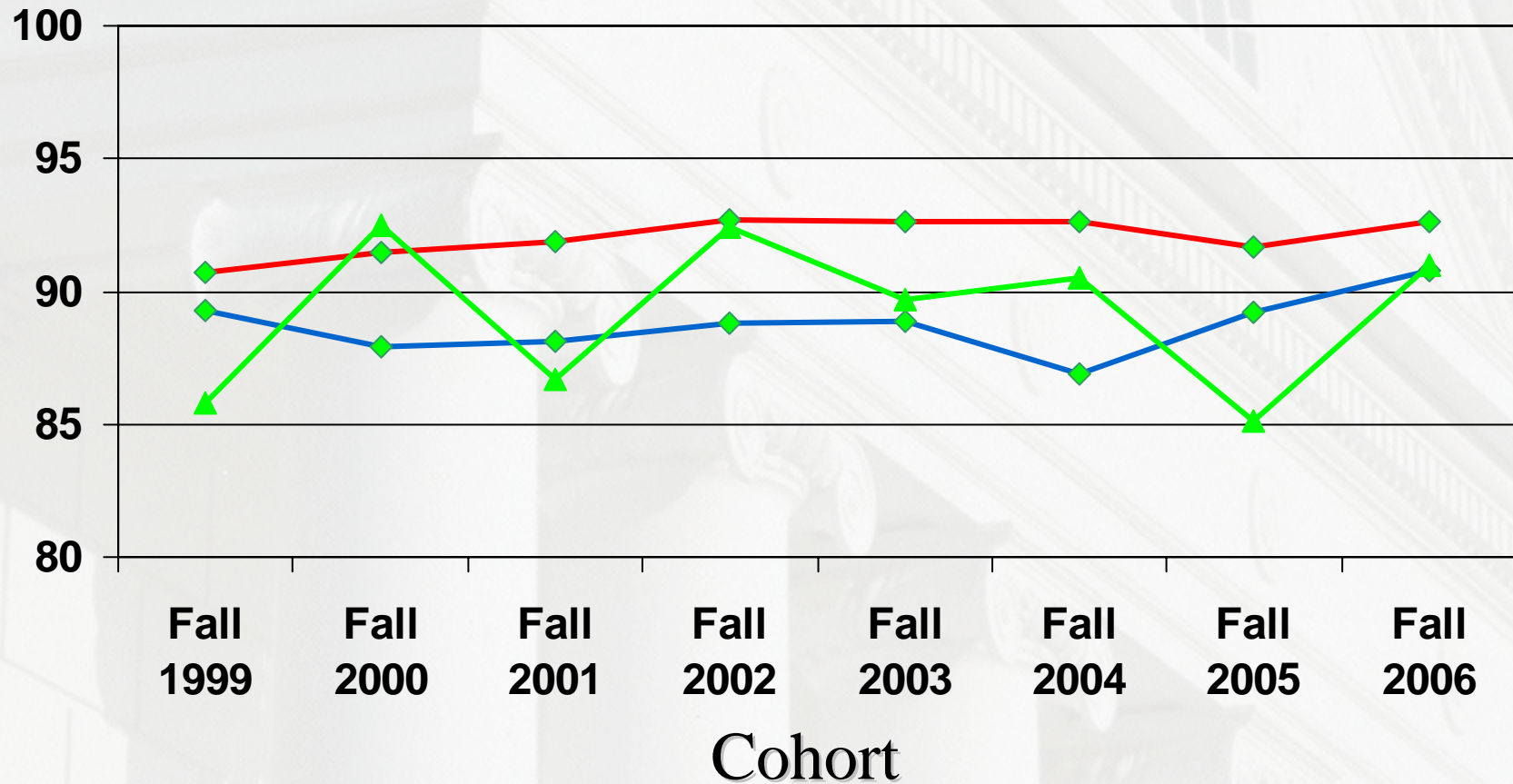
Migration of New College-Bound Students into and out of Maryland



2nd Year Retention Rates

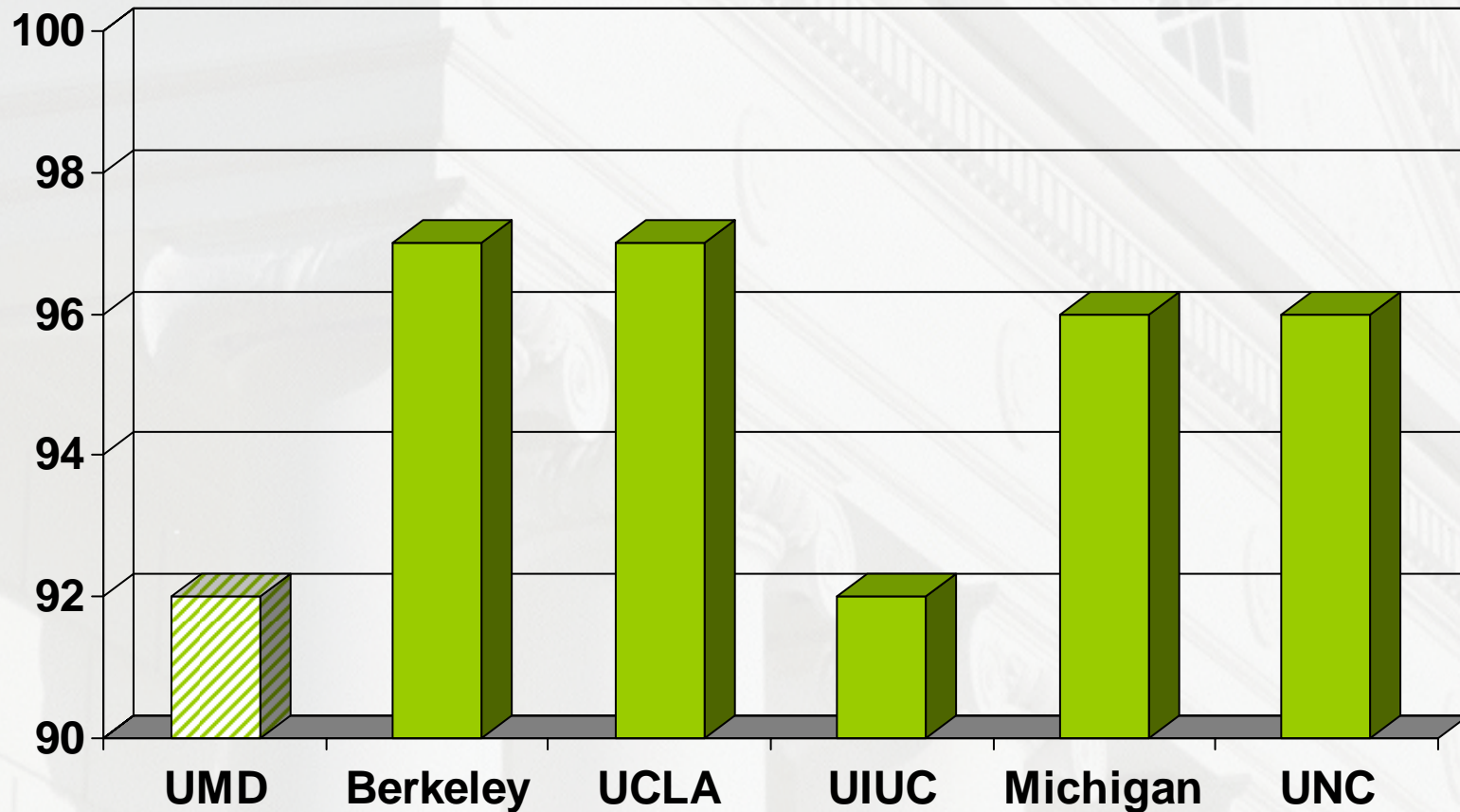
Our progress has plateaued

◆ All Students ◆ African Americans ▲ Hispanics



2nd Year Retention Rate Comparisons (Fall 2006 Cohort)

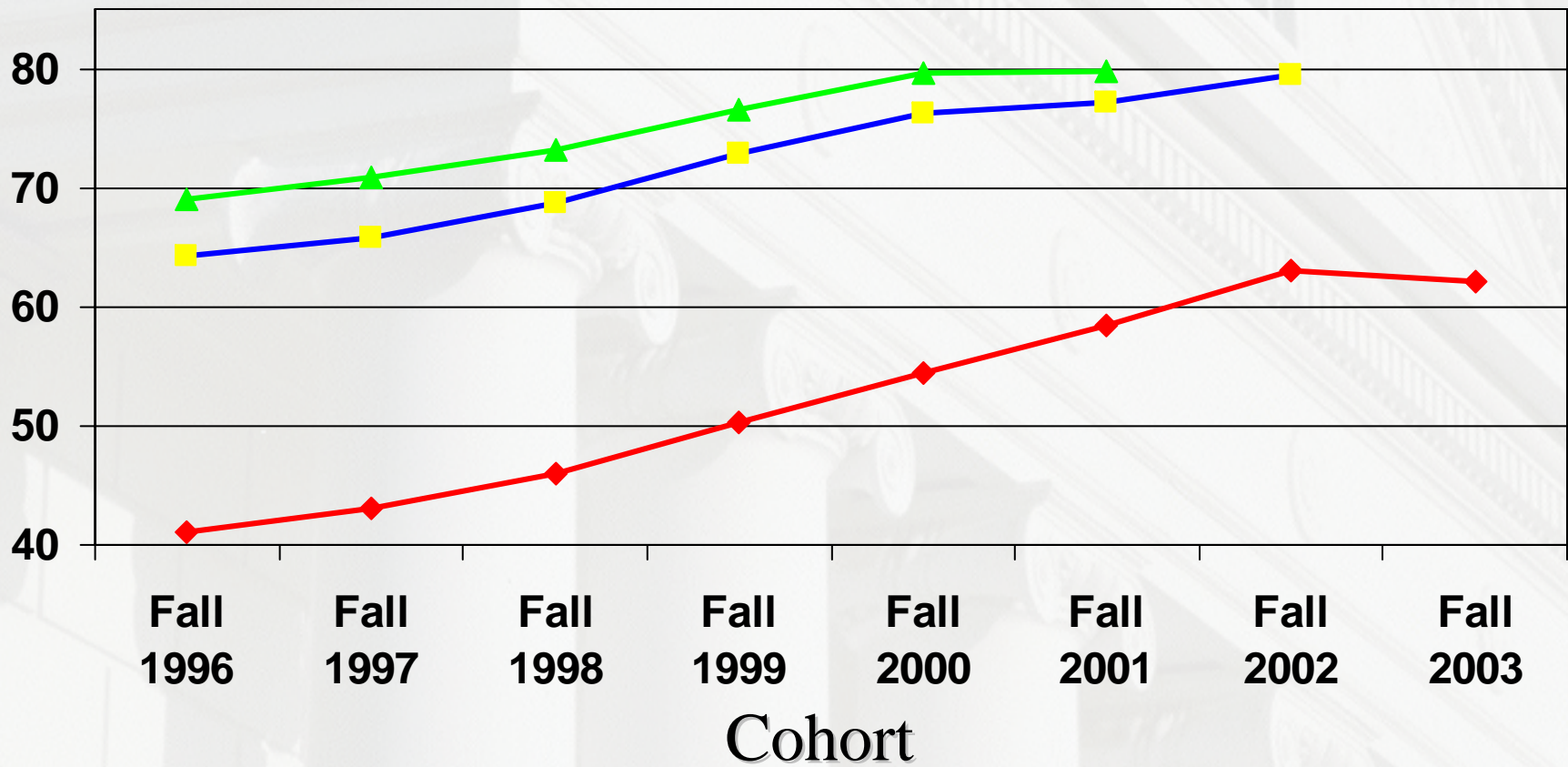
We need to intensify our efforts



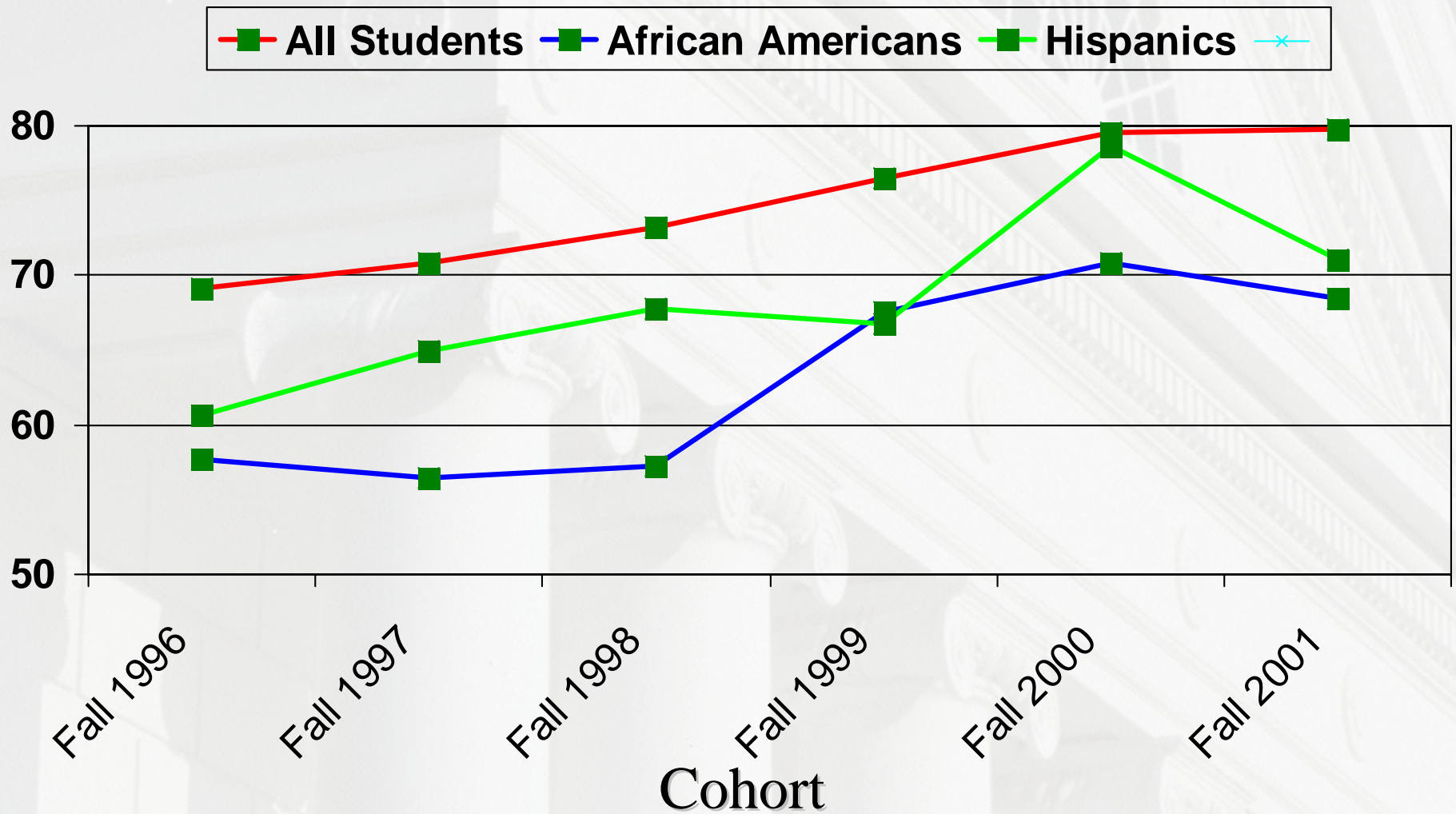
4- 5- and 6-Year Graduation Rates

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

◆ 4-Year ■ 5-Year ▲ 6-Year

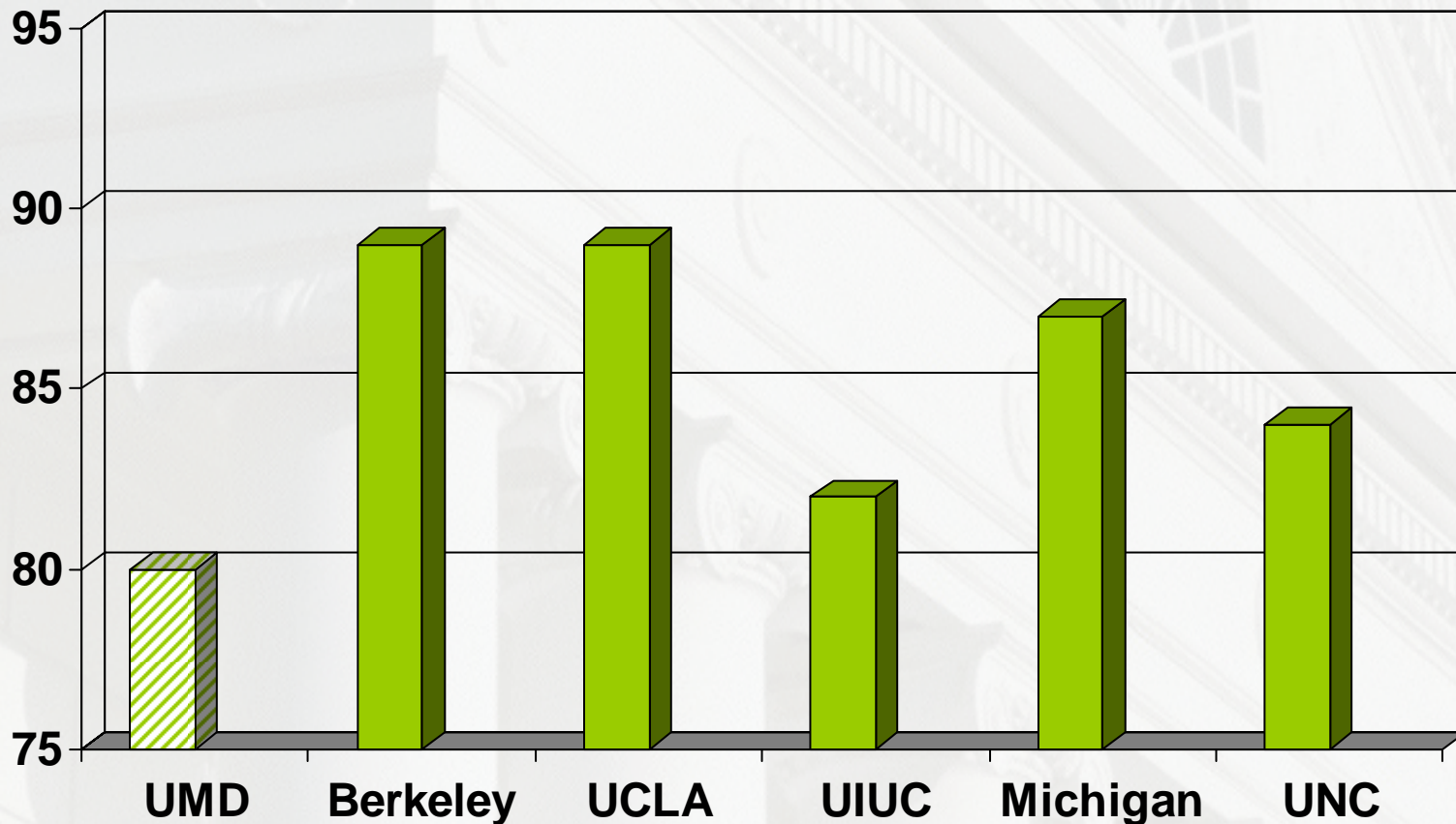


6-Year Graduation Rates



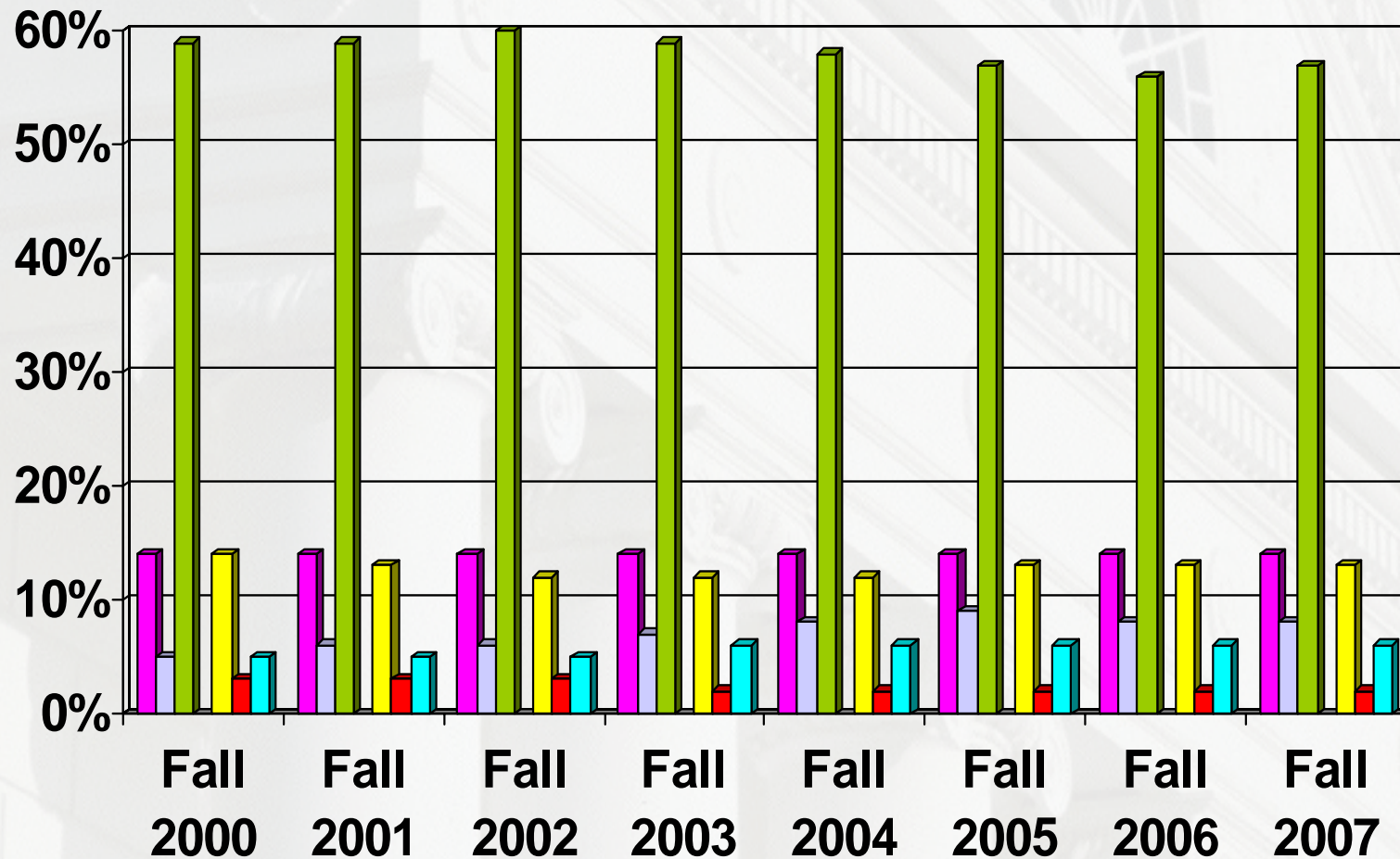
6-Year Graduation Rate Comparisons (2000 Cohort)

We have a long way to go; need new ideas

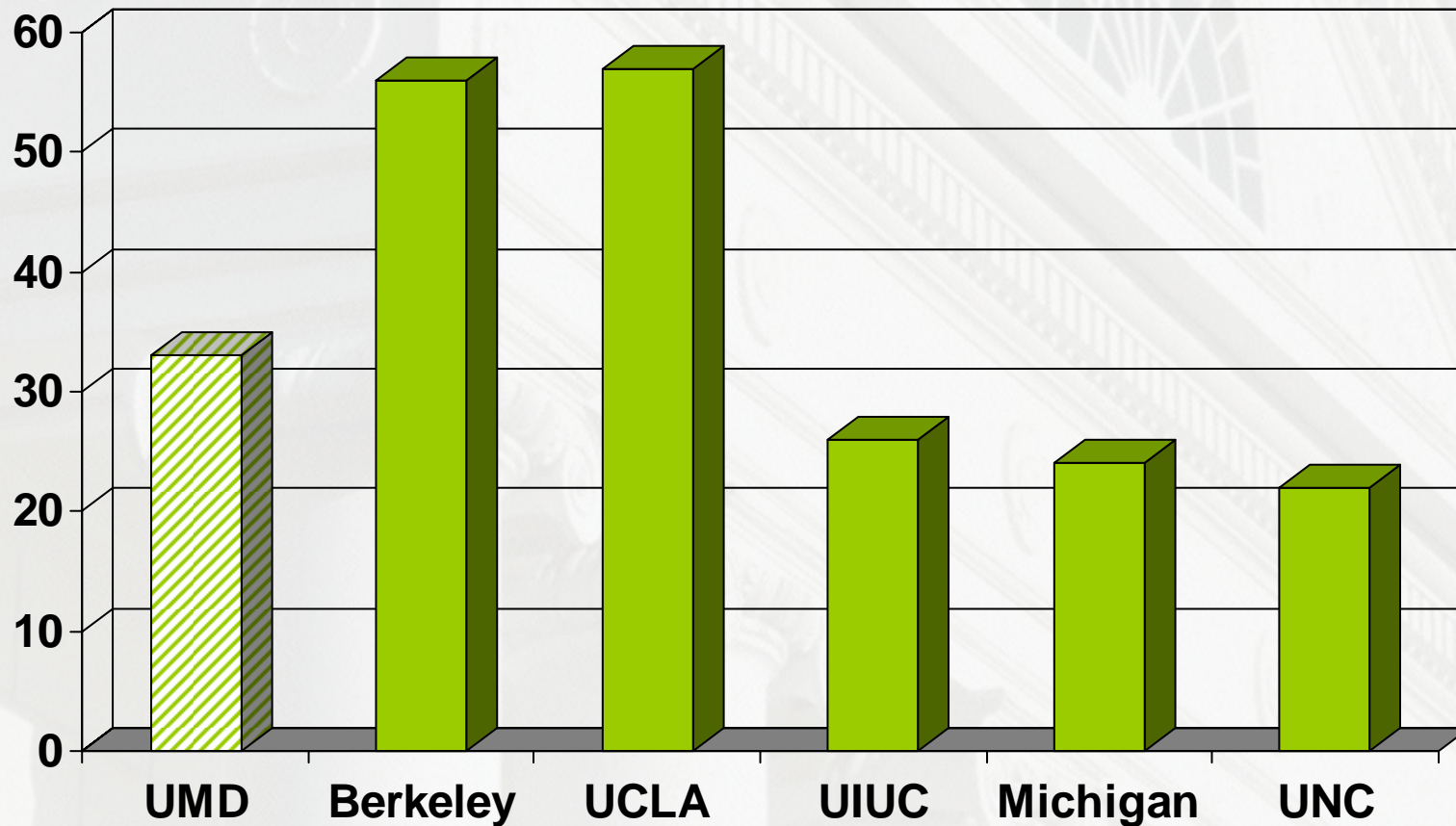


Undergraduate Student Diversity

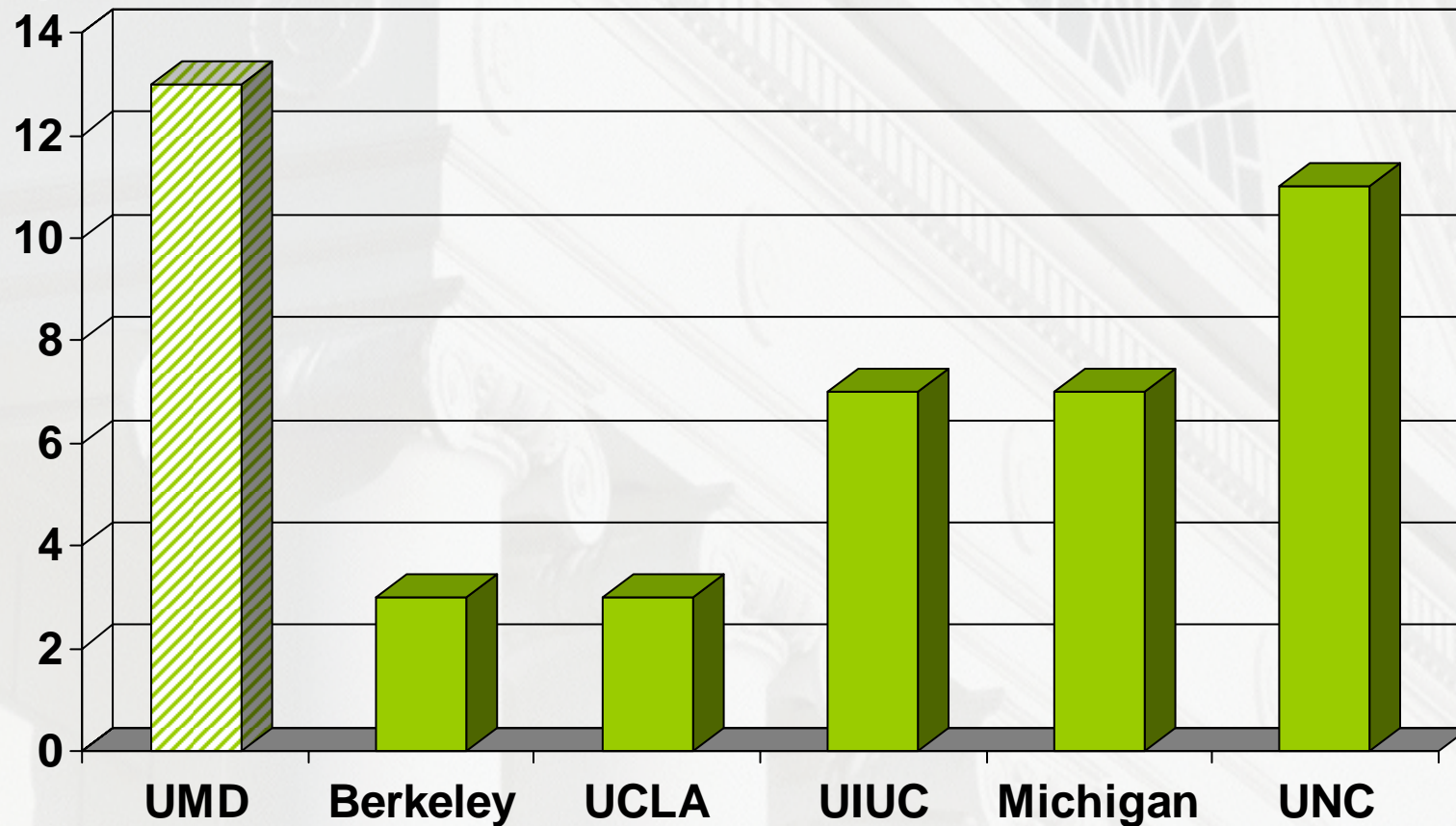
■ Asian ■ Unknown ■ White ■ American Indian ■ African American ■ Foreign ■ Hispanic



Percentage Minority Enrollment (Fall 2006)



Percentage of African American Students



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

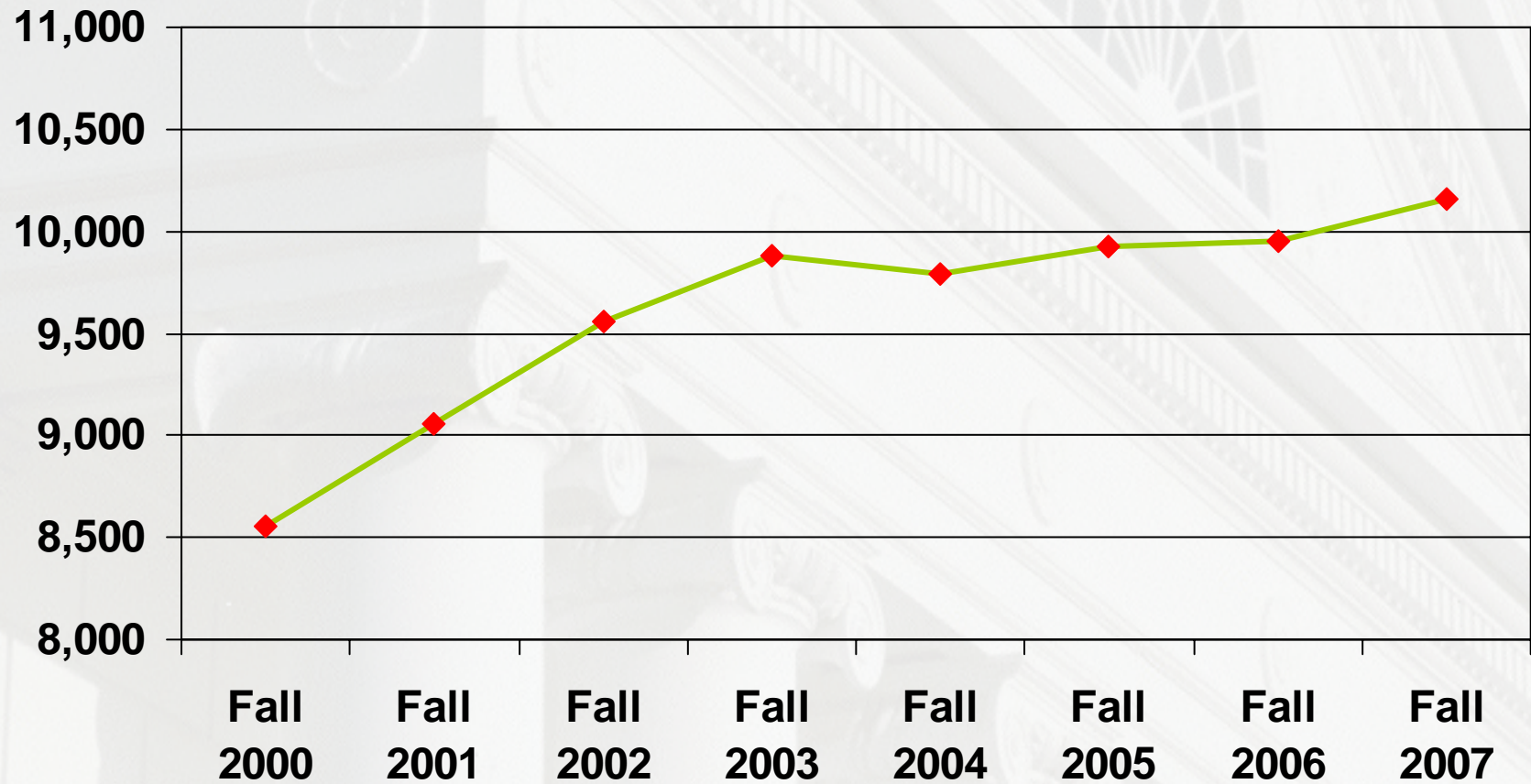
Undergraduate Issues

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



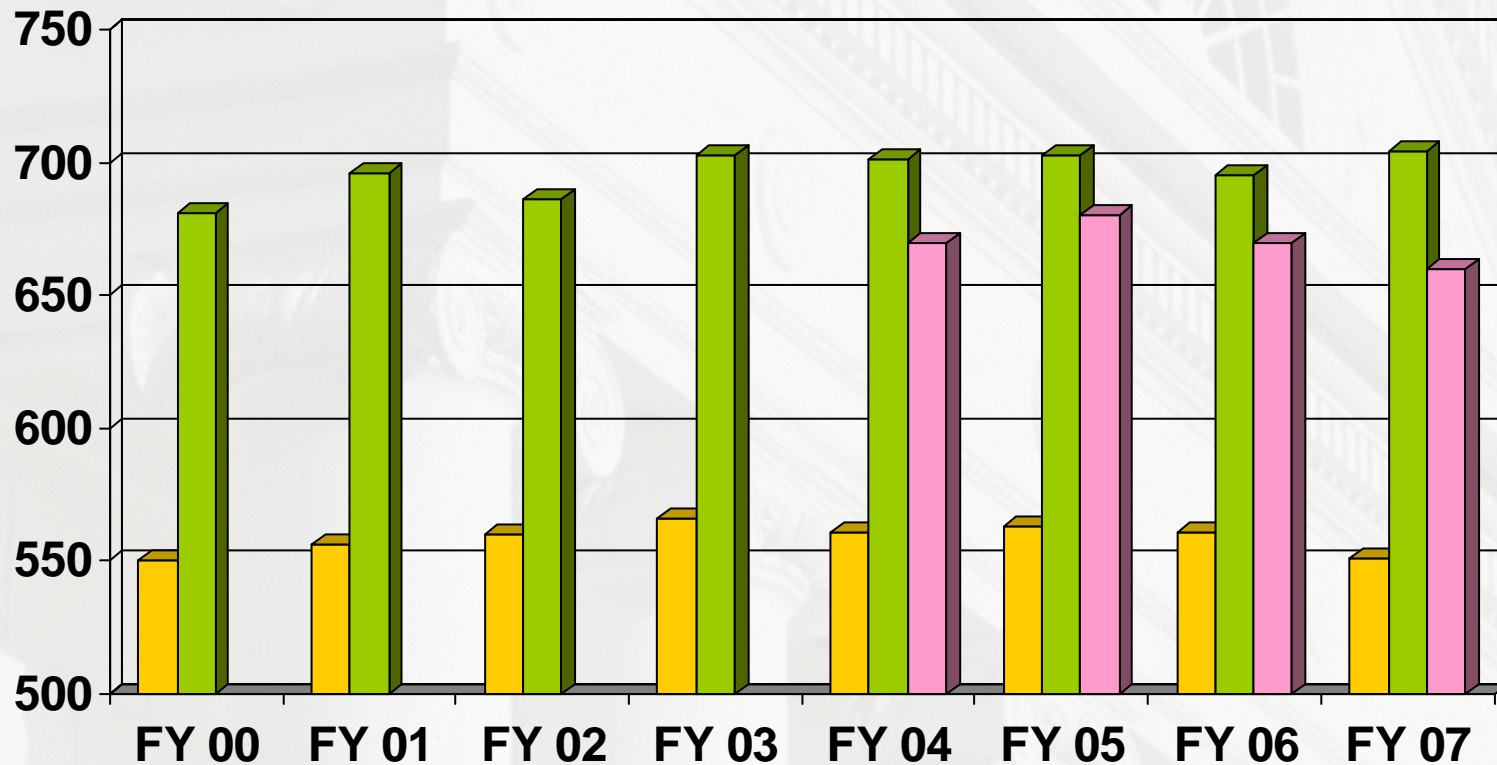
Graduate Education Matters

Graduate Enrollment



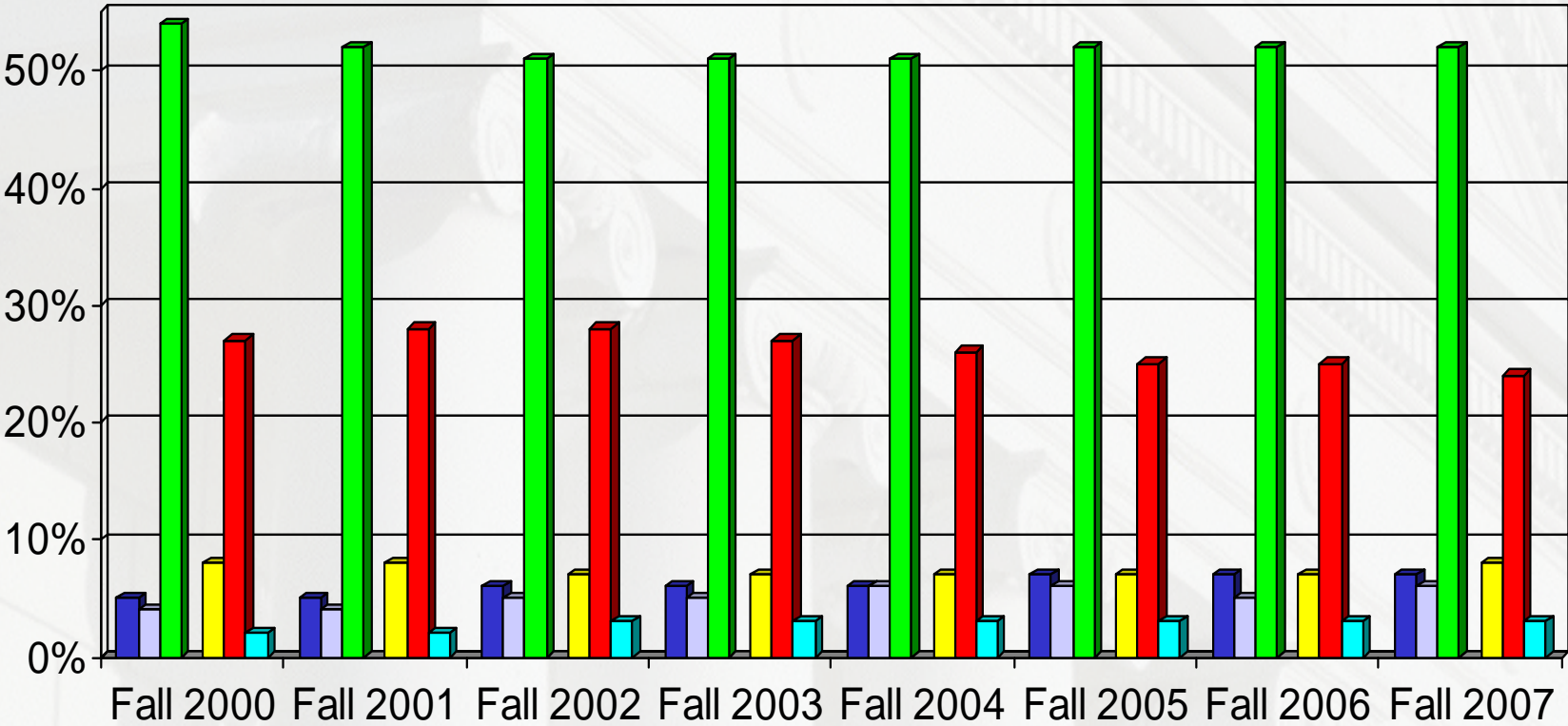
Ave GRE Scores of New Doctoral Students

■ Verbal ■ Quantitative ■ AW*100+200



Graduate Student Diversity

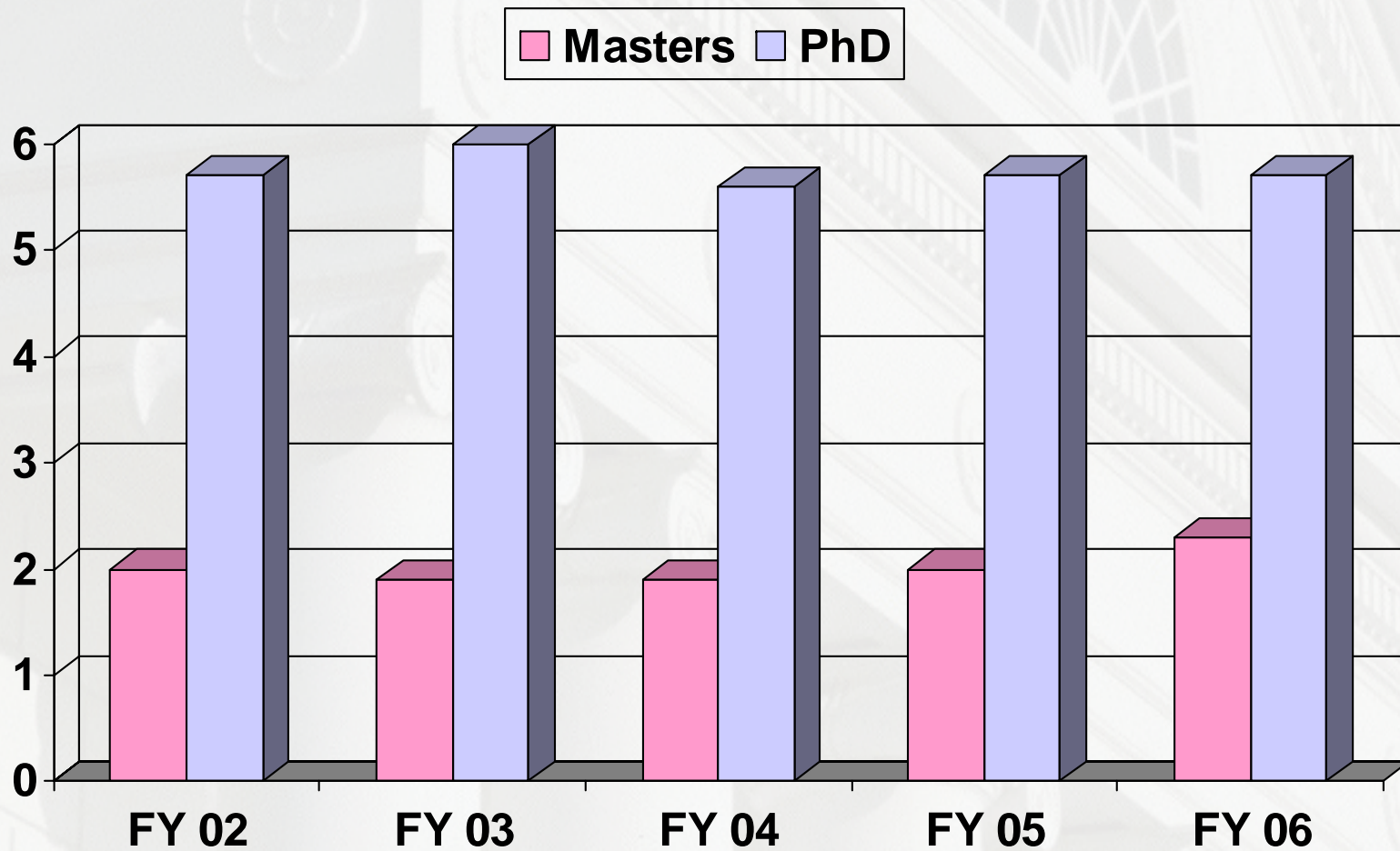
■ Asian ■ Unknown ■ White ■ American Indian ■ African American ■ Foreign ■ Hispanic



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



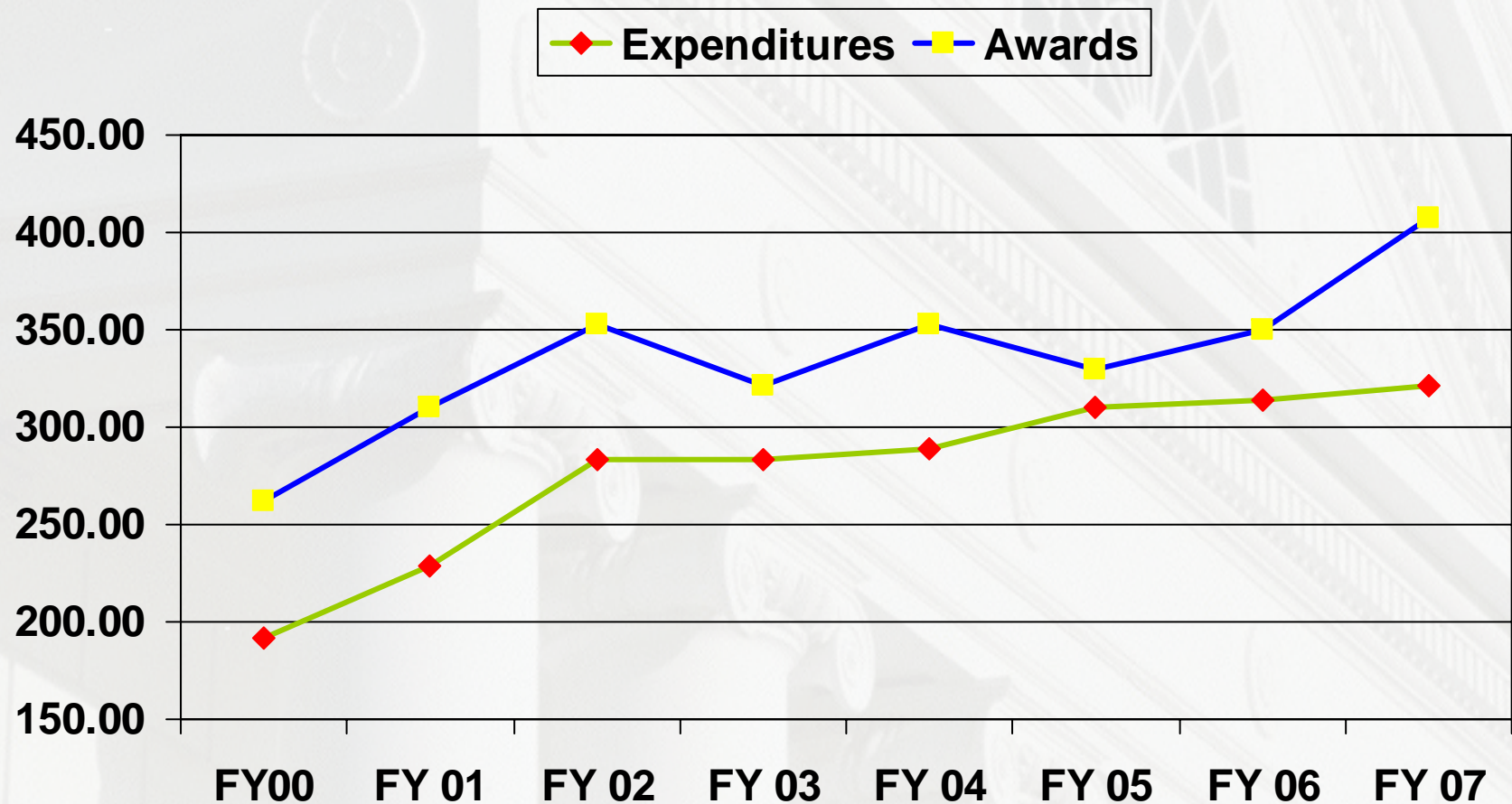
Graduate Issues

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

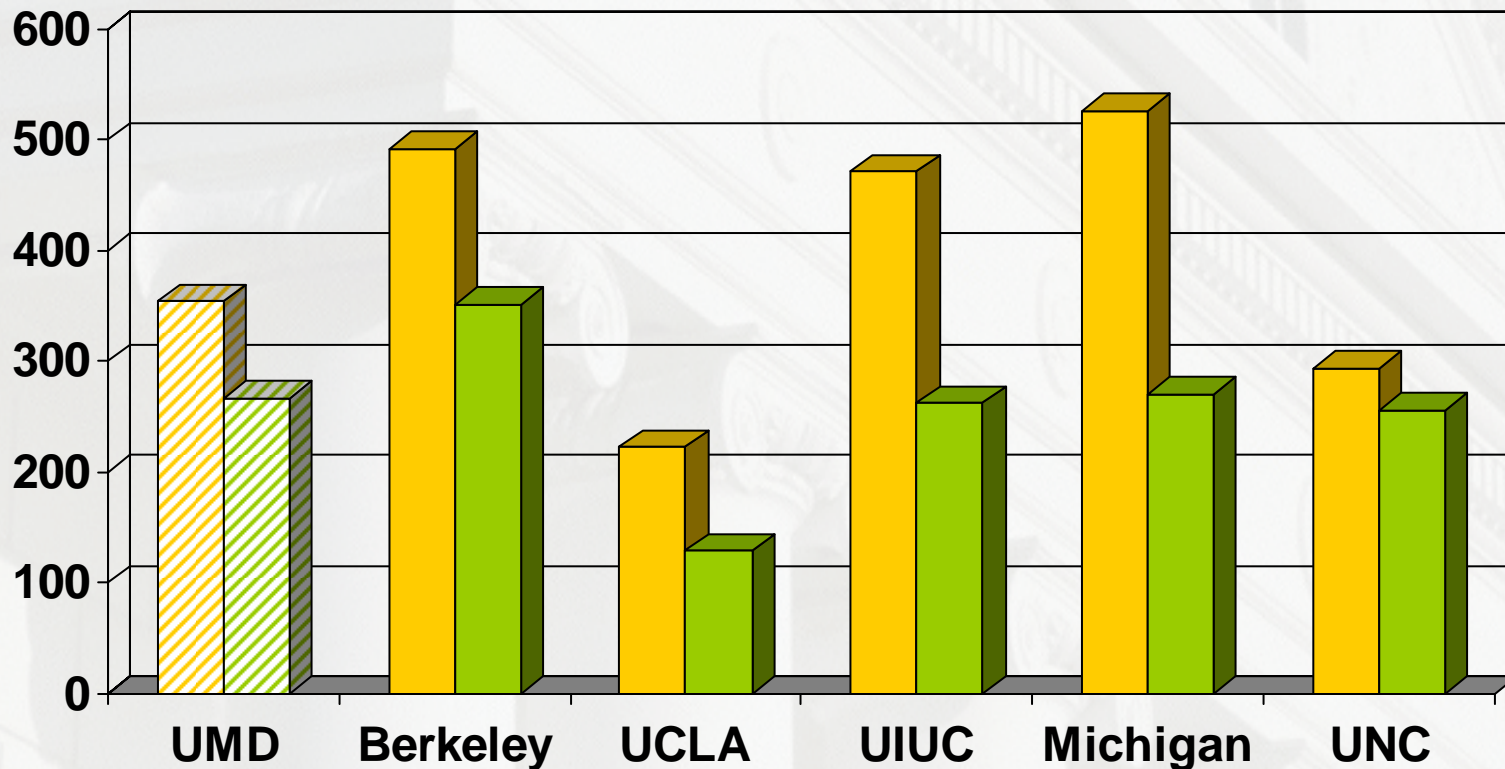
Sponsored Research and Outreach Activities



FY05 R&D Expenditures Peer Comparison

(excludes medical school expenditures)

■ Total in M\$ ■ Per Faculty FTE in K\$



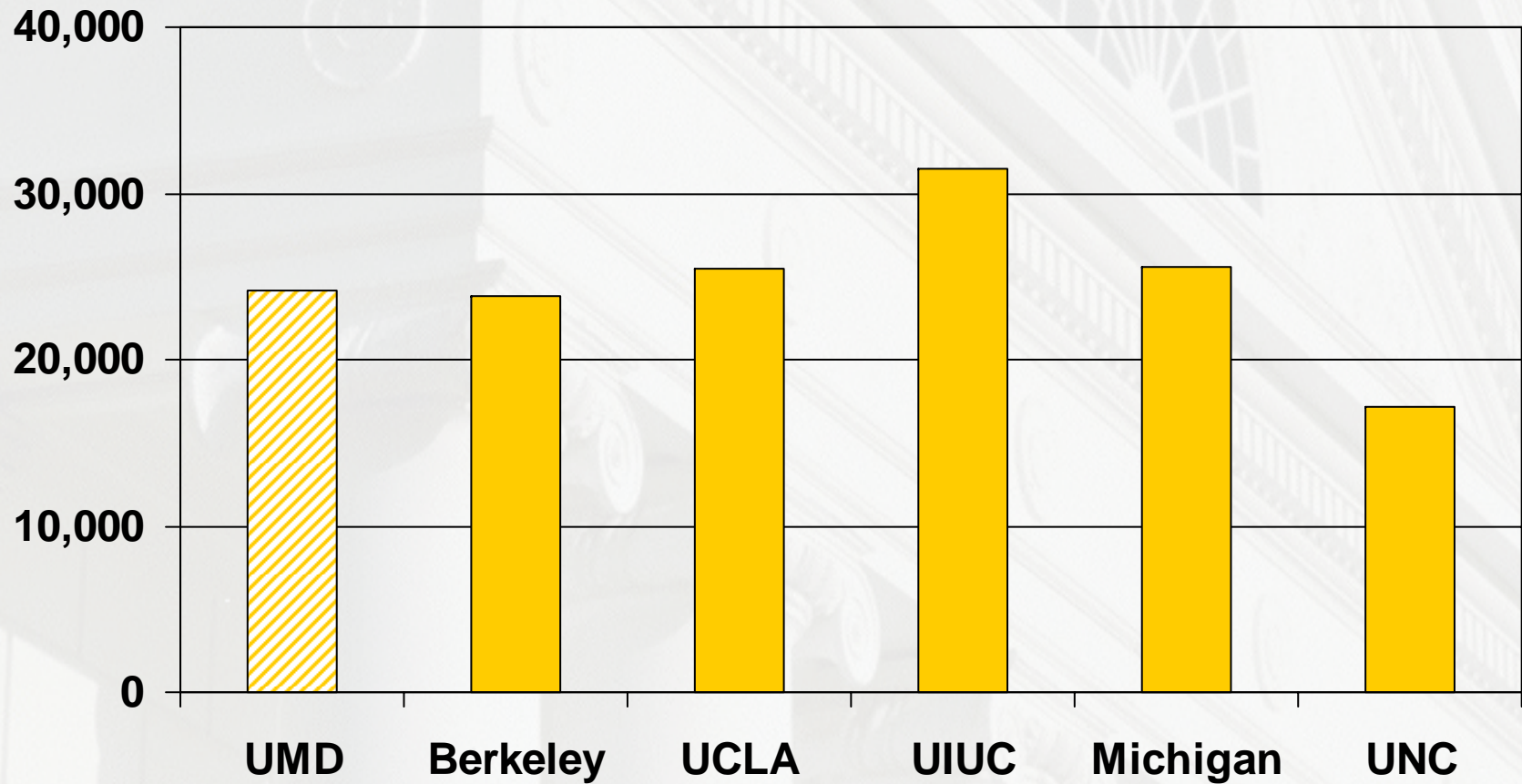
Research Issues

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

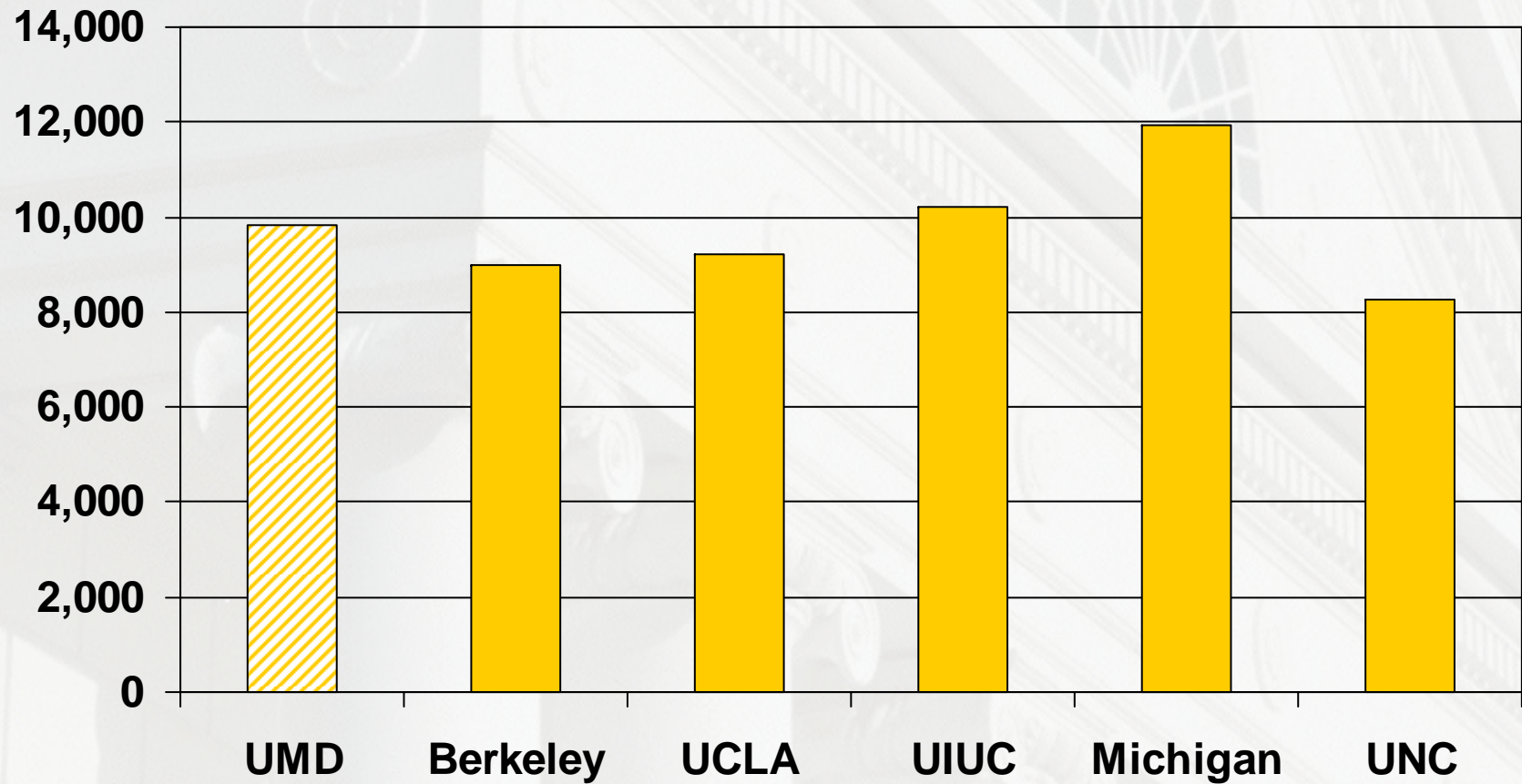


Other Issues

Undergraduate Enrollment



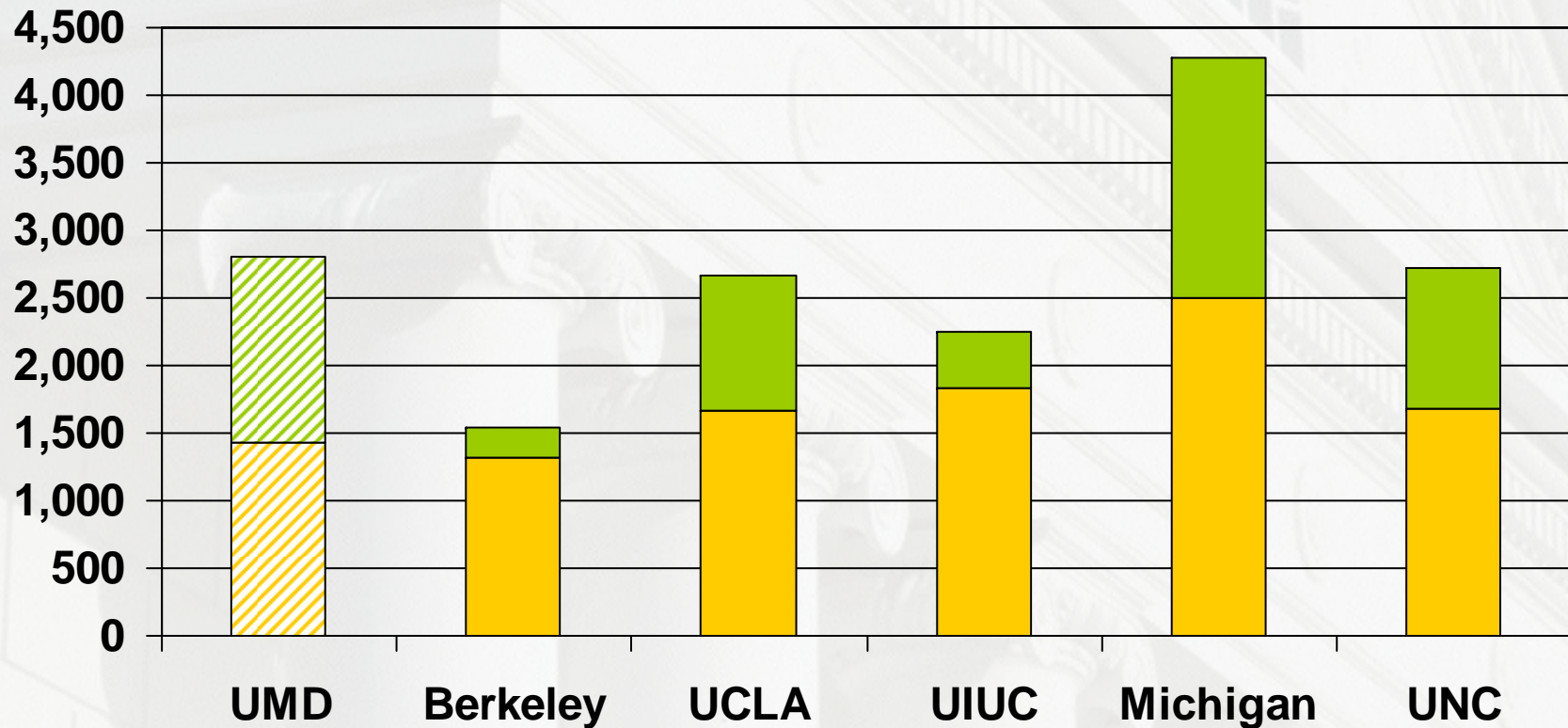
Graduate Enrollment



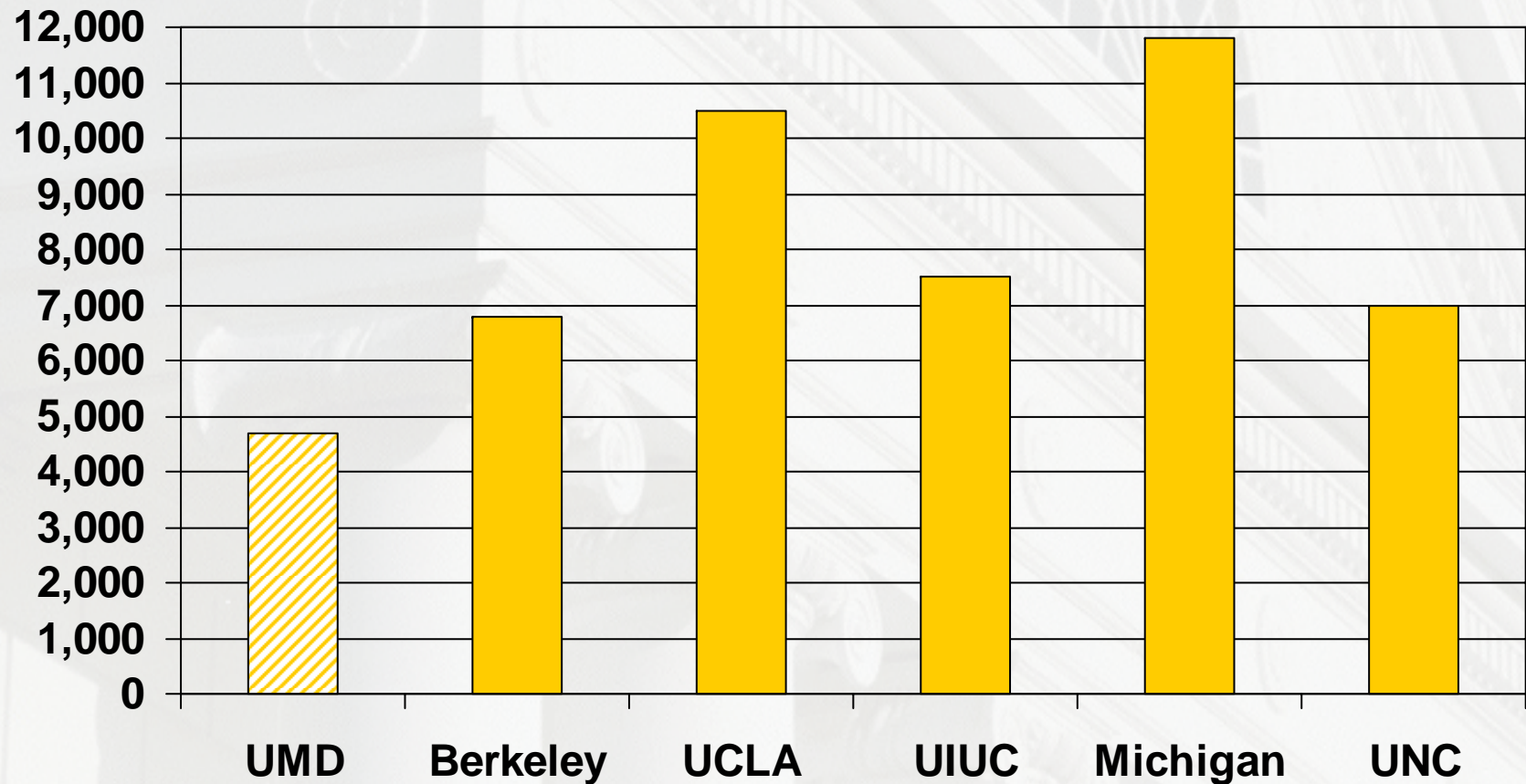
Number of Faculty

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

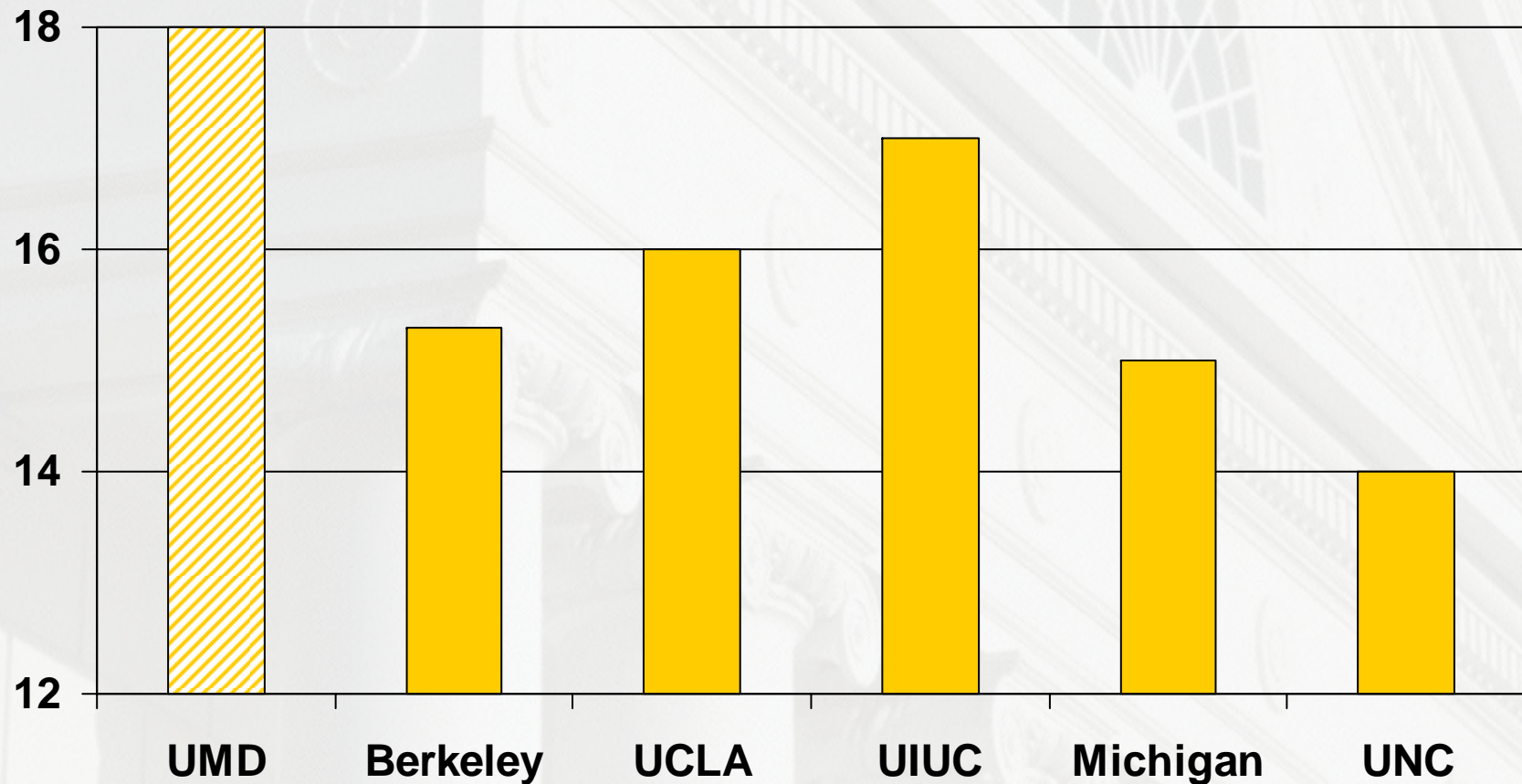
■ T/TK ■ Non T/TK



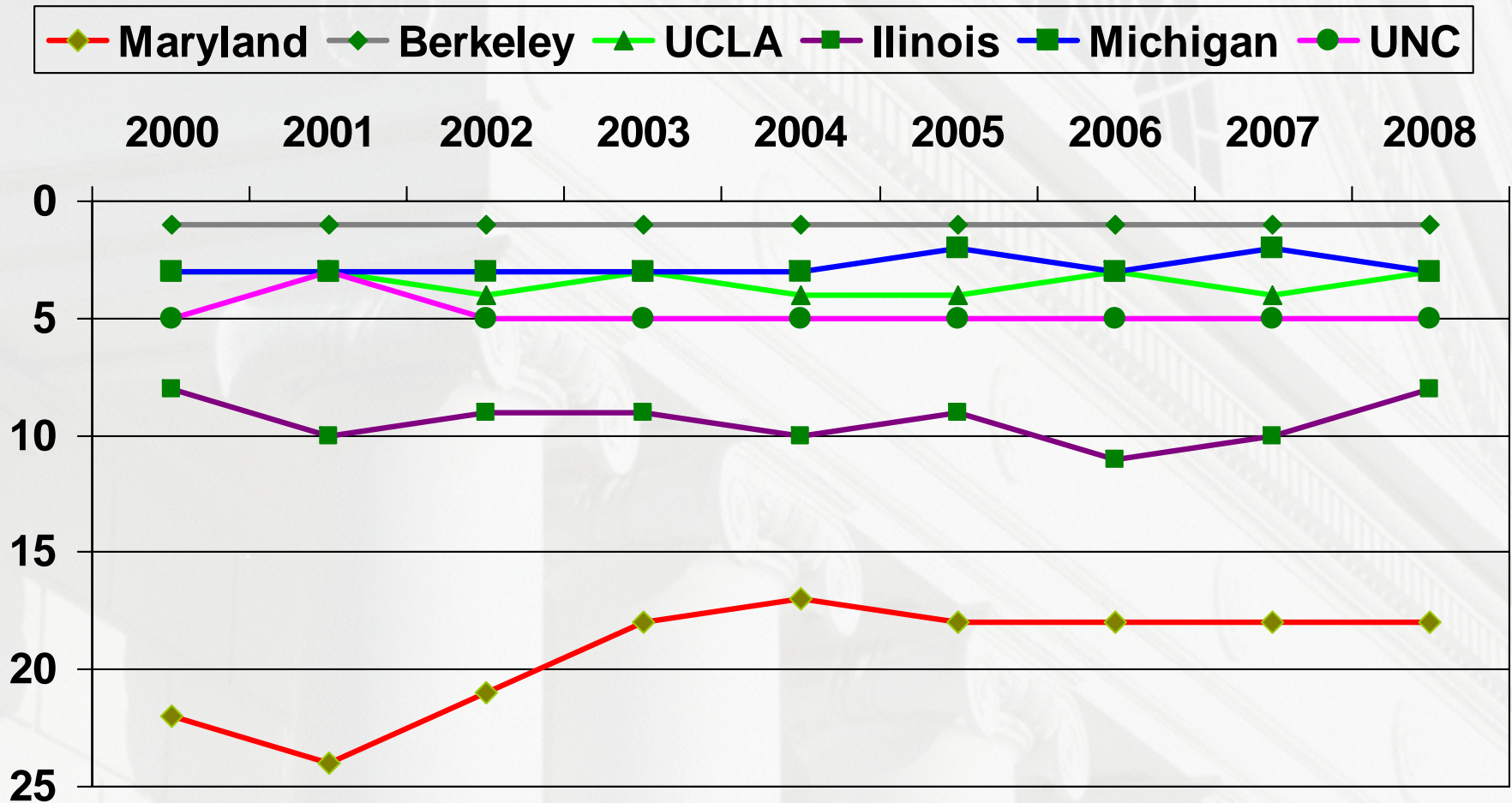
Number of Staff Employees



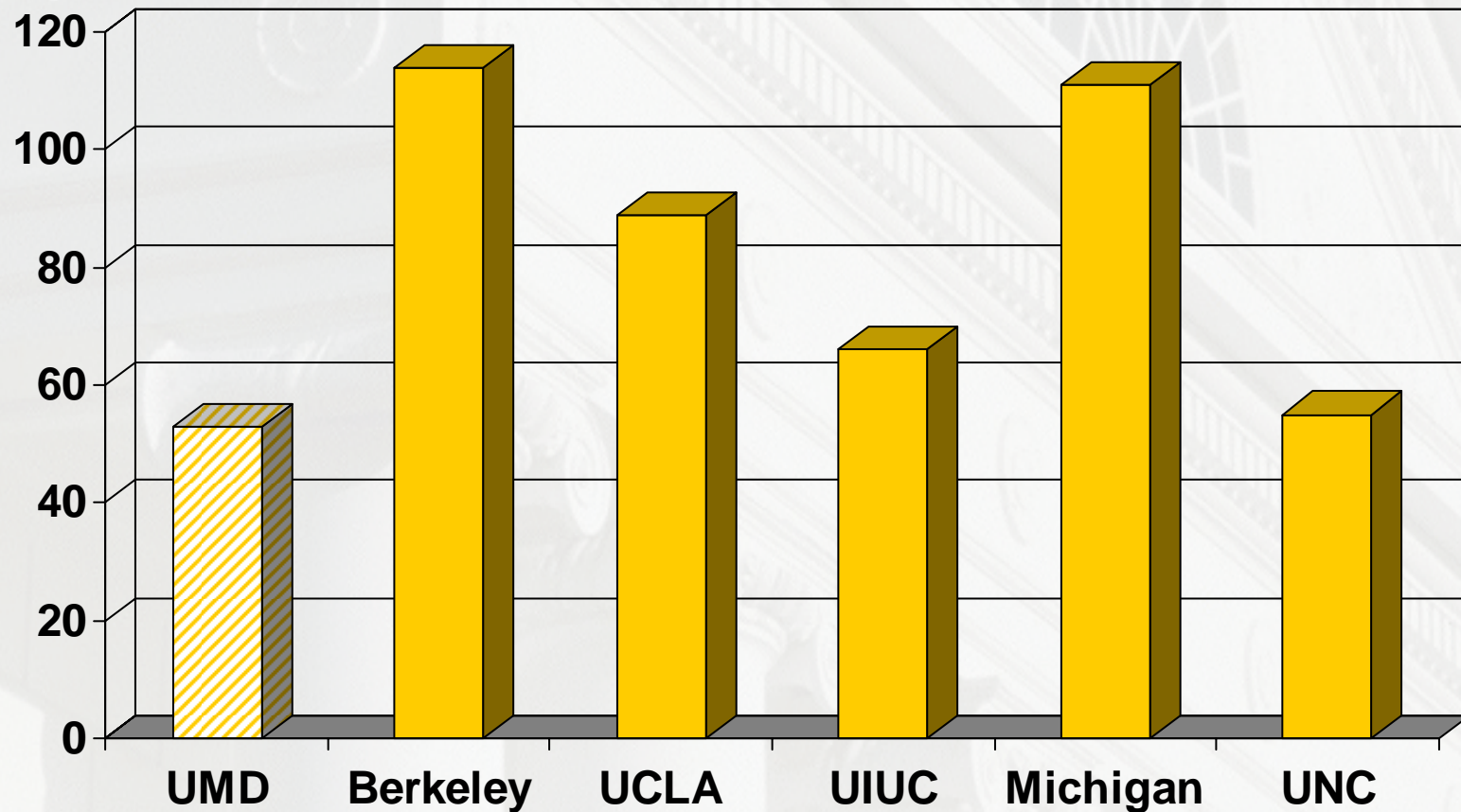
FTE Student per Instructional Faculty Ratio (Fall 2006)



US News and World Report Ranking Among Public Universities



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