

UNIVERSITY OF MARYLAND

CENTER FOR ENVIRONMENTAL SCIENCE

Graduate Program Marketing Document

July 28, 2014



University of Maryland
CENTER FOR ENVIRONMENTAL SCIENCE



Connecting Nonprofit Organizations
to Policymakers and the Media

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Introduction

The University of Maryland Center for Environmental Science is one of a few academic institutions in the country with a singular focus on environmental science. The Center provides a unique approach to graduate education in environmental science, and it is the goal of this plan to raise awareness of the program and increase enrollment. UMCES leaders have expressed a goal to increase graduate student enrollment to about 100 students, up from its current enrollment of approximately 70 students.

Our work started with an institutional positioning document and an in-depth review of the Center through internal and external stakeholders. Our research confirmed that UMCES has an excellent reputation. However, the degree of understanding of what the Center does is mixed. Many know the center for its work in environmental research and informing policy, but few know and understand the connection with the University of Maryland and myriad of graduate and Ph.D. programs offered.

The Center is extensively involved in education on many levels, providing professional research opportunities under the direct supervision of leading environmental scientists. UMCES supports exemplary graduate students annually through a joint Marine Estuarine Environmental Sciences degree program with the University of Maryland College Park. As a leader in providing the research necessary for sound environmental management and efficient solutions to natural resource challenges, the Center's faculty and graduates are sought out around the world for their research and advice. The UMCES graduate program is an important part of the Center, but the public profile is understated.

Methodology and Research

For this work, we conducted a number of activities, including:

- One hour-long focus group-type facilitated discussion with current UMCES students
- One-on-one telephone interviews with four additional internal stakeholders, including faculty and alumni
- Focus group with the steering committee, which included several faculty members
- Creation, dissemination and analysis of an online survey with current UMCES graduate students
- Site visit to the Chesapeake Biological Lab's Visitor's Center
- Review of UMCES' current graduate program materials, as well as communications activities such as annual reports, newsletters, website and social media outreach
- Review of products and websites from 11 peer institutions and a "competitor analysis" of UMCES and six other institutions (SEE APPENDIX)

Marketplace Research

In order to better understand how UMCES' grad program fits in to the landscape of other environmental science-focused higher educational institutions we conducted market research on the following institutions:

1. Scripps Institution of Oceanography.
2. Woods Hole Oceanographic Institution.
3. University of Washington.
4. Rutgers U. Institute of Marine and Coastal Sciences.
5. Virginia Institute of Marine Sciences.
6. Delaware Biotechnology Institute.
7. Nicholas School, Duke University.
8. University of Michigan School of Natural Resources and Environment.
9. Utah State University College of Natural Resources.
10. Virginia Tech College of Natural Resources and the Environment.
11. MARBIONC--Univ. North Carolina Wilmington

Our research looked at not only the general demographics of these schools and their programs (degrees and majors offered, student body size, course and program structure, research opportunities, etc.) but also what the experience might be for a prospective student looking for information about the school. We tried to schedule informational interviews with faculty at peer institutions but found those interviews to be unsuccessful due to lack of response or interest from the participants. We conducted most of this research by reviewing materials and websites.

An examination of general information such as school size or tuition returned varying results. Some schools don't publicly list statistics about their student body or refer inquiries about tuition directly to the schools office of financial aid. Some institutions that did not provide this information on their website did have data available on the Princeton Review, but these numbers sometimes appeared questionable. For example, the Princeton Review reported that the Nicholas School at Duke University currently has 4,162 graduate students. This number appears high compared to MARBIONC at the University of North Carolina which enrolls 65 students or Virginia Tech's CNRE which enrolled 261 grad students in 2011. Various fellowships and teaching assistant positions were offered at nearly all the other institutions, but there was no clear pattern around how many students received these fellowships or what percentage of their tuition it covered.

Each of the institutions we looked at provided significantly more information about not only the application process, but also what students could expect during their time at the school.

For example, Utah State University College of Natural Resources provides brief FAQs for their undergraduate degree such as, "What is [insert program name]?", "What type of students study [insert program name]?", "What do [insert program name] majors study?", "What kind of jobs do graduates get?" and "Where are our graduates now?" At MARBIONC--Univ. North Carolina Wilmington Center for Marine Science a FAQ page and another page dedicated to application tips clearly lays out basic information about the institution while answering general questions a prospective student might have. This transparency about the application process and what life looks like as a student – and as a graduate of the program – informed many of our recommendations laid out further on in this document.

The marketplace research also allowed us to understand what makes UMCES stand out against its peer institutions. UMCES' diverse body of faculty and students – and the integral role that advisors

play for each of the students – is unique. This type of dynamic is not found at many of these other institutions, but unfortunately it is not currently represented in UMCES' materials or its website. The UMCES curriculum structure is also unique; many other programs focus more on classroom learning before lab or field work. Many of our recommendations detail ways that UMCES can highlight these distinct qualities in ways that will attract potential students and funders.

Situation Analysis

The UMCES website claims UMCES is the “premier research institution aimed at advancing scientific knowledge of the environment.” Our research found that many stakeholders agree with this statement, but how they talk about the program is fragmented. All students and faculty we spoke to identify their studies by the specific laboratory they worked in, not by UMCES. The disconnect between the labs and UMCES is noted as a major challenge, detailed further in our intuitional positioning document. To increase “brand” awareness, there is a need for clearer and more intentional communication with prospective, current and former students as well as faculty, administrators and alumni.

Since its inception in 1976, more than 500 students have graduated from the UMCES MEES Program. In 2013, the Maryland Higher Education Commission granted UMCES the authority to award M.S. and Ph.D. degrees in marine and environmental sciences jointly with UMD and this past May, UMD and UMCES awarded the first joint degrees.

This is an exciting time at UMCES and the perfect time to embark on a new marketing effort.

Messaging and Marketing Recommendations

Effective marketing depends on clear goals and consistent messaging. In the case of UMCES, and most higher education marketing, the ultimate goal is to increase enrollment. But we believe UMCES' goals go beyond enrollment. The UMCES marketing strategy should help create a consistent UMCES identity across audiences and ultimately increase alumni involvement, research funding and donor participation in addition to increasing enrollment.

Similar to the messages developed in the positioning document, effective marketing messages should clearly define what makes UMCES unique. Thankfully, that's not hard to do. Throughout our survey and interview process a few sentiments were echoed:

“From day one you will be engaged in research. We don't spend hours in classrooms, and you don't need to pack up to go on a field excursion, you can do your research out your back door.”

“UMCES has a diverse group of faculty and students. We are not 'traditional scientists,' and it's that diverse set of people with unique background that produce better research.”

“It's more than just data, its data for decision making. Science for society, a civic centered mission.”

“My experience at UMCES has been all about my advisor. I wanted to work with him and it has been a great experience.”

When thinking about messages, it is equally important to recognize those that will not resonate with your audiences. For example, although UMCES plays a critical role in the Chesapeake Bay restoration effort, most students said that role did not influence their decision to apply.

We recommend marketing messages that focus on UMCES's strengths and student interests:

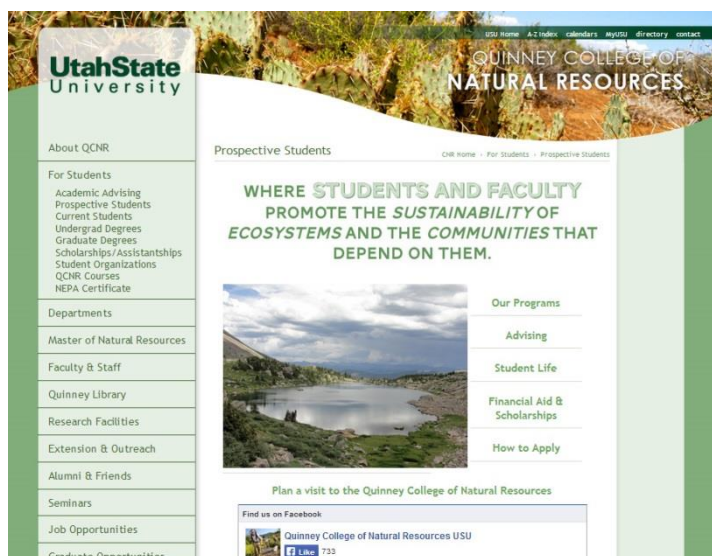
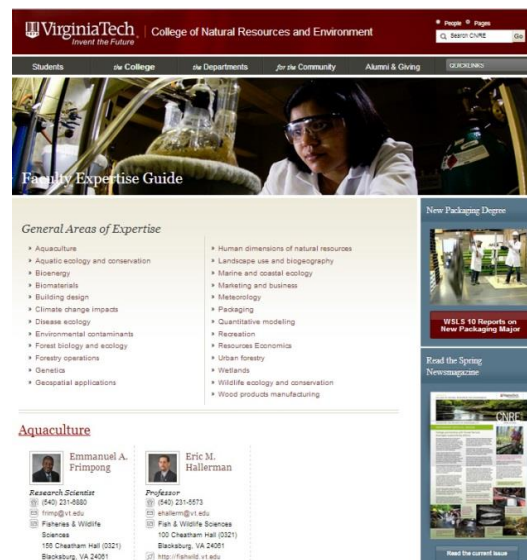
- The University of Maryland Center for Environmental Science (UMCES) is the premier research and educational institute working to understand and manage our world's natural resources.
- Our top-notch faculty educates the next generation of science leaders through a unique, interdisciplinary and immersive learning experience.
- Students at UMCES work in one of five diverse regional laboratories. From the Appalachian mountains to the Chesapeake Bay, students are collaborating across labs for a well-rounded experience.
- Students at UMCES are immersed in field research, connecting their experiences and passion for environmental science to a greater good.
- Our faculty and students have diverse backgrounds and stand out amongst their peers. We are studying and developing solutions for ecosystems from the Chesapeake Bay to the Arctic using cutting-edge research.
- UMCES graduates are in great demand, finding high-level fulfilling employment in the public and private sectors, research and in environmental advocacy.

Marketing Strategies

Based on the feedback from the survey, interviews and focus groups, we recommend UMCES take on the following strategies to raise its graduate program profile. Each of these strategies should reflect the messages identified above.

Website: Your website is one of your strongest potential marketing tools and is a virtual “spokesperson” for the organization. The amount of feedback we received about the UMCES website was almost overwhelming. Everyone from students, faculty and alumni had ideas on how the website could be better used to suit the needs of prospective students, current students and alumni. We offer the following recommendations to improve the experience for all site visitors and more clearly convey information to prospective and current students.

Faculty by Research Topic: Many students said they applied to UMCES based on a specific faculty advisor and interest in the research topic. Our competitor analysis found that most institutions have a feature allowing such a search on their website. For example, Virginia Tech College of Natural Resources and the Environment (CRNE) features a list of 25 general areas of expertise that are hyperlinked to the specific faculty specializing in those issues. Knowing that this is how most students find information and make decisions to apply, we believe it is very important to update the website and include faculty searches by research area. This will make it easier for prospective students to find faculty and may help increase the quality and quantity of applicants.



Utah State University College of Natural Resources' Prospective Students page is prominently featured on the site and includes an array of information for a prospective student including the opportunity to connect on Facebook.

Prospective Student Space: In our focus group with students, many expressed frustration with finding information about the program and application process on the UMCES website. One student said, "I got lost somewhere between the UMCES, UMD and MEES website. There was no one place to get the information I needed." If prospective students get lost on your website, they might be navigating away and finding other institutions to apply to. We suggest creating a "Prospective Students" button on the homepage. When someone clicks on that section they should be taken to a page with clear information on the program and the application process. Many current students suggested a chart to visually convey the connection between UMCES, MEES, and UMD (see more below). We also recommend having a "Contact Us" section on this page that would connect prospective students who need help to someone at UMCES who understands the application process and can provide information, an issue that was raised during the focus group.

Apply Here: In addition to an obvious link to pages tailored to prospective students, we recommend adding an “Apply Here!” button to the homepage. A first-time visitor to the current UMCES page wouldn’t necessarily know there was a graduate program available. While the graduate program is only one focus of UMCES, the homepage should make it easy for students to identify that they are in the right place to get more information or apply for the program.

Student/Alumni Space: While the current UMCES website has a section for current students, the page is difficult to find and has very little information. During the focus group, several students expressed an interest in finding a better way to connect with their peers in other labs. Creating a strong connection across labs will also help bring the labs together under one umbrella and build brand loyalty among students. We recommend a redesign of the “Students” page to become a place to share news and updates on research and happenings at the labs, student gatherings and job listings. This space could also be a place to highlight UMCES alumni and connect them with current students.

UMCES Materials: An important part of any marketing strategy is high-quality take away materials. Brochures, postcards and one-pagers are excellent for graduate school fairs, donor events and conferences. With the new joint degree program, we recommend a redesign of UMCES materials using more photography and graphics. One of UMCES’ greatest resource is the beautiful environment where your research takes place; this is something that came across in our focus groups and interviews for the institutional positioning document as well as in our graduate research. Photos also allow you to show the wide variety of places and work done at UMCES. All pieces should include a call-to-action and several ways to contact UMCES.

Profile Pages: We recommend creating several one-pagers highlighting students and faculty and their work at UMCES. The one-pagers should be picture-heavy – or maybe one large photo – showing students in the field doing hands-on research. The text should be limited (3-5 sentences) briefly explaining their work. One of the sentences should be one of the key messages highlighted earlier in this document. (Example: “UMCES is a place where I can do hands-on research.”)

On our visit to the Chesapeake Bay Lab Visitor Center, there was a strong interest in creating these types of documents that could be shared with visitors and updated frequently. On our site visit, we observed that there was little to no way of knowing that a graduate program existed at UMCES or at CBL itself. Several interviewees expressed “connecting donation money to students” as an excellent way to engage donors, and these documents would be great to bring to events and share with potential donors. Photo-heavy materials help create a personal connection and show donors how their donations will directly help students.

Brochure: At the end of the student focus group we asked students what UMCES materials would they like to see, and overwhelmingly they requested a brochure that summarizes the labs, the program, what graduates are doing and the connection between UMCES and UMD. We don’t think the students are alone in this request. A brochure that shares this information would be good for faculty and administrators who present at conferences and share information outside of UMCES. It could also be used to bring to graduate school fairs, undergraduate programs, fundraisers and other events. Purchasing lists from ETS/GRE

testing programs could also help build a distribution list of potential students, to whom you could mail the brochure. Lists can be purchased both domestically and internationally, and sending them prospect mailers is a widely accepted strategy and practice for institutions looking to increase enrollment.

Create a Student and Alumni Network: Several alumni requested a better alumni network, “I wish I had a better connection with UMCES in my current role” and current students asked for a better way to connect with alumni “we want to know what alumni are doing, sometimes we feel like we are out here on our own.” Creating a strong network for current students and alumni will help build the UMCES brand and connections to the program. Alumni want to know what current students are studying and how things have changed since they left. When alumni feel connected to the program they become excellent ambassadors, talking about the program to prospective students. Alumni are also potential donors.

UMCES Newsletter: It is important to have regular communication with your target audiences (students, faculty, alumni, administrators, donors and prospective students). We recommend creating a quarterly e-newsletter focused on the graduate program and updates from the labs. A newsletter can also help connect the labs and students, and serve as a reminder to alumni, policymakers and others of the important work coming from UMCES students.

College Fairs: UMCES has limited involvement in graduate school fairs. One administrator commented that UMCES participates in “maybe one a year.” Yet, during the focus group, several students said they attended fairs to gather information. We recommend increasing UMCES’ presence at these events. The materials (recommended above) could be used for displays and as take-aways for potential students. The booths could be staffed by an admissions rep, or better yet, current students and/or alumni. We understand that UMCES does not have a full time admissions representative; our competitor research found that many other institutions due, college fairs and other recommendations in this plan may require additional staff. In addition to local graduate fairs at undergraduate programs, UMCES should consider participation in some of the following fairs and events:

Idealist Grad Fairs: Idealist.org, a source for nonprofit resources and information hosts a graduate school fair every year in several cities. The Idealist Grad Fairs connect prospective students with graduate schools in fields such as public administration, international affairs, education, public policy, social work, nonprofit management, global and public health, environmental science and socially responsible business. The fairs are free and open to anyone interested in learning about grad school. In 2014, the fair will visit 14 cities across the country, including stops in Baltimore and Washington, D.C.

Environmental Consortium of Colleges and Universities: Every year the consortium hosts a student summit. Institutions with environmental programs are invited to be exhibitors at the summit and share materials with students. The summit takes place in April, we recommend seeking an exhibitor space for April 2015.

Association for Environmental Studies and Sciences: The AESS annual conference is held over three days in New York City, and attendees include faculty and students. AESS invites colleges and universities to participate as exhibitors at the annual meeting.

We also recommend increasing UMCES outreach to local colleges and universities including University of Maryland, Johns Hopkins University and Frostburg.

International Outreach: Many schools have had great success reaching into international markets for students. For example, the Nicholas School of the Environment at Duke University makes a concerted effort to recruit international students and provides information for prospective international students alongside its general application information. At University of Michigan School of Natural Resources and Environment, one-quarter of the student population are from outside of the United States. We recommend increasing UMCES promotion through international schools and at international conferences and events. International graduate students are usually focused on the same things when choosing a program as domestic students; program quality, job prospects, research, faculty accessibility, etc. This is why it is really important to have clear materials and messaging that will appeal to prospective students in both the domestic and international markets. The following are some resources and ideas to explore in regards to international recruitment:

EducationUSA: As part of the U.S. State Department with offices in many different countries, EducationUSA helps millions of international students each year find accurate, comprehensive, and current information about how to apply to accredited U.S. colleges and universities. International admissions representatives at other U.S. institutions use EducationUSA as a resource, helping with questions about the market, recruitment strategies, events, etc.

Institute of International Education publishes an Open Doors report annually and could be a good source for data and information on international recruitment.

International Conferences: Organizations such as NAFSA: Association of International Educators, Association of International Education Administrators and EducationUSA put on yearly conferences. UMCES should explore these conferences for potential exhibitor space.

These resources, organizations and conferences are just a starting point but if used in the right way to understand UMCES' goals and current situation, it can refine your marketing and strategies around recruitment, particularly international recruitment.

Social Media: Along with website updates, UMCES should address its social media activity and presence. Many of UMCES competitors are active on social media and using it to connect with prospective students, current students, faculty and alumni. We believe social media is key to reaching current and prospective students, because of this many of these recommendations are repeated from the institutional positioning document.

The current UMCES Facebook page has a large fan base and has been posting content regularly. However, it is not seeing the amount of engagement that could be expected with so many fans. Many posts had little to no interaction (i.e. Likes or comments).

The following recommendations will help make UMCES' Facebook content more appealing to its fans, encouraging interaction and boosting the page's reach to more users' networks. As more fans interact, their friends will learn about the page, helping to boost UMCES' overall audience and impact.

Post more photos. Research shows visual content works best on Facebook. We suggest creating photo or video content when possible.

Preface links and photos with a bit of text to give context. Tell your audience why they should be interested in the article or photo you're posting.

Interact more. Develop a list of other organization pages to Like as a page, and then follow their content and share it to the UMCES page. Liking and commenting on other pages' content will get your name out there, and engaging with other pages will increase your connections.

For both Facebook and Twitter, build a dashboard to track metrics on a monthly basis. This can be a simple spreadsheet recording subscriber and interaction totals each month. This tool will help identify what worked particularly well the previous month to help continuously improve engagement over time. The Hatcher Group could help set this up and populate it if necessary. Other Twitter recommendations include:

Retweet other users' content more frequently. We recommend an average of eight tweets per day spread out throughout the day – four original tweets and four retweets. Retweeting and interacting shows others that you are interested in what they have to say and will encourage them to engage with your content more often.

Use relevant, specific hashtags to get in front of wider audiences. Use a tool like hashtagify.me to identify popular hashtags related to your topics. Many of your tweets do not contain any hashtags and face the risk of disappearing in the overwhelming amount of buzz on Twitter.

Consider hosting a Twitter chat. This could be centered around a specific event or could be used as a recruiting activity, answering questions for prospective students. Twitter chats are a great way to boost reach by filling your followers' feeds and catching their attention for retweets.

Advertising: The final piece of our marketing plan is to develop a strong paid media strategy. A paid media strategy will help increase website visits and brand recognition. Ads can be purchased on online news sources with very small budgets. Often the budgets are set and negotiated by the purchaser. In our experience, online ads yield excellent returns. One client tripled their website traffic with one month of targeted ad placement. We recommend running ads for the UMCES graduate program on higher education websites as well as environmental science organizations and publications. When pursuing a paid media strategy, UMCES should consider the following publications and websites: Environmental News Network, Science Daily, Science Magazine, Center for Watershed Protection, Bay Journal, Inside Higher Ed and Chronicle of Higher Education.

Metrics and Measurement

With any marketing strategy it is important to set metrics and measurements before at the start of the campaign. We recommend installing Google analytics on the UMCES website to track traffic. If UMCES implements paid media strategies, we recommend that you ask the publications for tracking and “click thru” rates. Put version codes on marketing materials so you’re able to identify pieces that are drawing responses. We also recommend tracking applications and funding over the next several years.

Conclusion

Throughout the focus group, survey and interview process we were struck by the number of responders who spoke passionately about their work and time at UMCES. It is clear UMCES offers an excellent and unique program for its students. We are confident a marketing plan that highlights those strengths will help increase enrollment and funding for the institution.

APPENDICES

SUMMARY OF INTERVIEWS AND FOCUS GROUP RESEARCH

For this work, we conducted a focus-group type facilitated discussion with current UMCES students followed by one-on-one telephone interviews with faculty, alumni and peer institutions. Focus-group participants included:

- Jeanette Davis
- Emily Flowers
- Brian Gallagher
- Dave Kazyak
- Jenna Leuk
- Robert Sabo
- Danielle Zaveta

One-on-one telephone interviews included:

- Dr. Holly Bamford, UMCES Alumni, National Oceanic and Atmospheric Administration
Dr. Craig Carlson, Department of Ecology, Evolution, and Marine Biology, UC Santa Barbara
- Andrew Elmore, Associate Professor, Appalachian Laboratory
- Dr. Don Scavia, Professor and Director of the Graham Environmental Sustainability Institute

These facilitated discussions and interviews informed much of our recommendations regarding UMCES' identity and messaging. Many of the comments about UMCES, which we work to address in the institutional positioning document, fell into areas relating to:

Identity

In the student focus group we asked how they identify their program, overwhelmingly the students identifies themselves by the field lab first and then the University of Maryland second. We received the same response from current faculty. It's important to note that neither faculty nor students identified the MEES program. For example we heard: "When I tell people where I am studying, I give a disclaimer up front and identify my lab first and then says its part of the University of Maryland.." "I say we are a network of different campuses, across Maryland, and then explain what my lab does.." But all students identified the multiple labs as a selling point.

During the interviews for the institutional positioning document stakeholders agreed that it was difficult to describe UMCES, particularly due to the diversity in geography and areas of work

(research, education, resource management advice and public outreach/communication). Another common theme was that not enough people know what UMCES does, or they are unaware of all aspects of UMCES. This theme was common amongst students and faculty too.

Unique Graduate Experience

Various audiences described the unique, interdisciplinary and immersive experience of UMCES graduate students as being one of UMCES' strengths. Faculty described themselves as "mentors" to students rather than just advisors.

Comments included: "UMCES is not traditional teaching, not traditional research," "All staff are theoretically field workers," "We don't have graduate students, we mentor students—they are more like colleagues," and "You don't need to make an appointment for a week from now with your college advisor—you can pop in anytime... here you are sitting in the lab with your mentors every day."

Alumni Role

We received feedback on the role of alumni at UMCES from both current students and alumni. Both parties felt strongly that alumni should be more involved in UMCES. Many students expressed an interest in connecting with alumni: "It would be great to know what alumni are doing with their degrees, it might open my eyes to new research and opportunities." Alumni expressed similar sentiments, one alumni said "I wish I had a better connection with UMCES in my current role."

Bay Restoration Role

Unlike the institutional positioning interviews, UMCES role in the Chesapeake Bay restoration had very little effect on graduate recruitment and very few students were aware of the connection between UMCES and Maryland policymakers. When we asked about the Chesapeake Bay in the student focus group, there was a long pause, and then a few replied: "No, the Chesapeake research was not a huge factor." "I guess it helps put the research in a bigger context, but I didn't really think about it. I guess I would want to know more..."

Student Survey

In addition to the student focus group we designed a survey for students to find out more about the application process and gain insight on how to reach more prospective students. The survey was sent out to all students in early June and was left open till the end of July. In total 21 students responded to the survey. We have included the full results of the student survey below.

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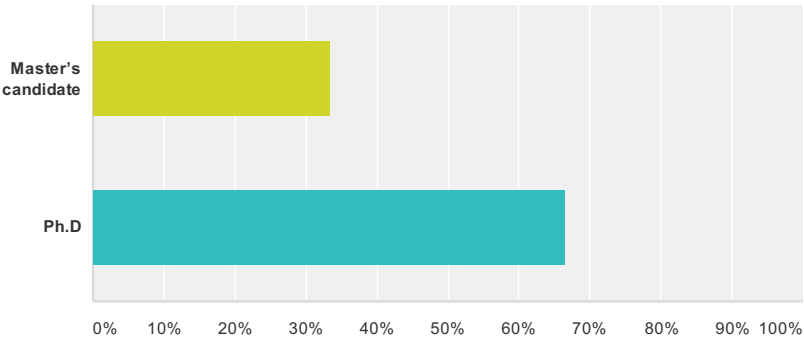
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UMCES Student Survey

Q1 Are you a...?

Answered: 21 Skipped: 0



Answer Choices	Responses	
Master's candidate	33.33%	7
Ph.D	66.67%	14
Total		21

Q2 When did you matriculate?

Answered: 21 Skipped: 0

#	Responses	Date
1	July 2012	6/23/2014 9:04 AM
2	September 2013	6/20/2014 1:34 PM
3	2010	6/20/2014 11:30 AM
4	Fall 2010	6/20/2014 11:25 AM
5	Jan 2013	6/20/2014 9:53 AM
6	August, 2013	6/20/2014 9:21 AM
7	2011	6/17/2014 3:00 PM
8	2011	6/11/2014 3:02 PM
9	2010	6/10/2014 2:47 PM
10	2009	6/10/2014 2:15 PM
11	09/13	6/10/2014 2:02 PM
12	2007	6/10/2014 12:36 PM
13	January 2011	6/10/2014 11:06 AM
14	August 2011	6/10/2014 10:58 AM
15	2012	6/10/2014 10:52 AM
16	2010	6/10/2014 10:49 AM
17	2010	6/10/2014 10:43 AM
18	Summer 2012	6/10/2014 9:43 AM
19	Fall 2007	6/10/2014 9:43 AM
20	Fall 2010	6/10/2014 9:42 AM
21	September 2013	6/10/2014 9:39 AM

Q3 When do you expect to graduate?

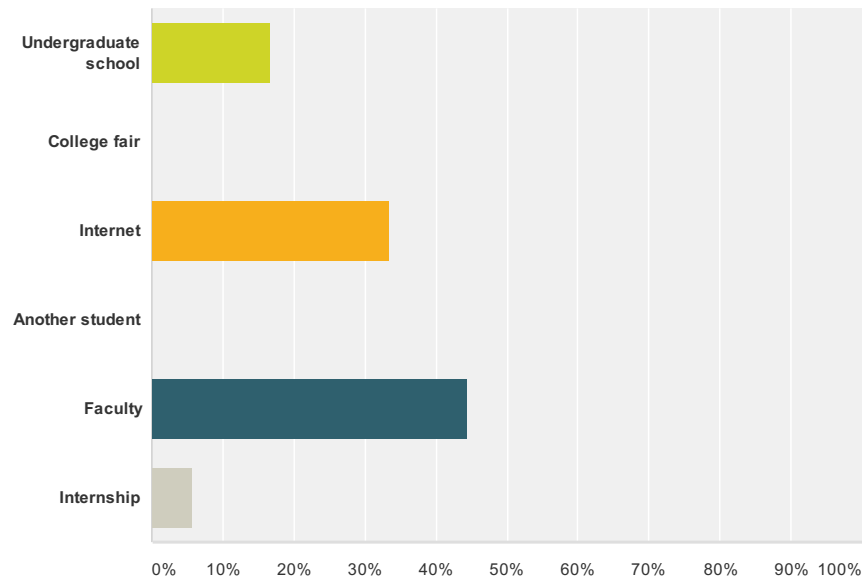
Answered: 21 Skipped: 0

#	Responses	Date
1	May 2015	6/23/2014 9:04 AM
2	30 April 2015	6/20/2014 1:34 PM
3	2016	6/20/2014 11:30 AM
4	Spring 2014	6/20/2014 11:25 AM
5	May 2015	6/20/2014 9:53 AM
6	December, 2015	6/20/2014 9:21 AM
7	2016	6/17/2014 3:00 PM
8	2017	6/11/2014 3:02 PM
9	2014	6/10/2014 2:47 PM
10	2014	6/10/2014 2:15 PM
11	05/18	6/10/2014 2:02 PM
12	2014	6/10/2014 12:36 PM
13	December 2014	6/10/2014 11:06 AM
14	August 2014	6/10/2014 10:58 AM
15	2015	6/10/2014 10:52 AM
16	2015	6/10/2014 10:49 AM
17	2015	6/10/2014 10:43 AM
18	Fall 2014	6/10/2014 9:43 AM
19	Summer 2014	6/10/2014 9:43 AM
20	Winter 2015	6/10/2014 9:42 AM
21	December 2017	6/10/2014 9:39 AM

UMCES Student Survey

Q4 How did you learn about opportunities for graduate education in UMCES?

Answered: 18 Skipped: 3



Answer Choices	Responses
Undergraduate school	16.67% 3
College fair	0.00% 0
Internet	33.33% 6
Another student	0.00% 0
Faculty	44.44% 8
Internship	5.56% 1
Total	18

Q5 When did you submit your application?

Answered: 18 Skipped: 3

#	Responses	Date
1	Fall 2011	6/23/2014 9:05 AM
2	Fall 2009/Winter 2010	6/20/2014 11:30 AM
3	January 2010?	6/20/2014 11:25 AM
4	June 2012	6/20/2014 9:54 AM
5	January or February, 2013	6/20/2014 9:22 AM
6	Fall of 2010	6/17/2014 3:00 PM
7	2010	6/11/2014 3:03 PM
8	2010	6/10/2014 2:47 PM
9	2008	6/10/2014 2:16 PM
10	Fall 2012	6/10/2014 2:04 PM
11	Summer 2010?	6/10/2014 11:07 AM
12	December 2010	6/10/2014 10:59 AM
13	winter 2010	6/10/2014 10:49 AM
14	2009	6/10/2014 10:44 AM
15	Fall 2011	6/10/2014 9:44 AM
16	Spring 2007	6/10/2014 9:44 AM
17	Spring 2010	6/10/2014 9:43 AM
18	January 2013	6/10/2014 9:40 AM

Q6 When did you hear about your acceptance?

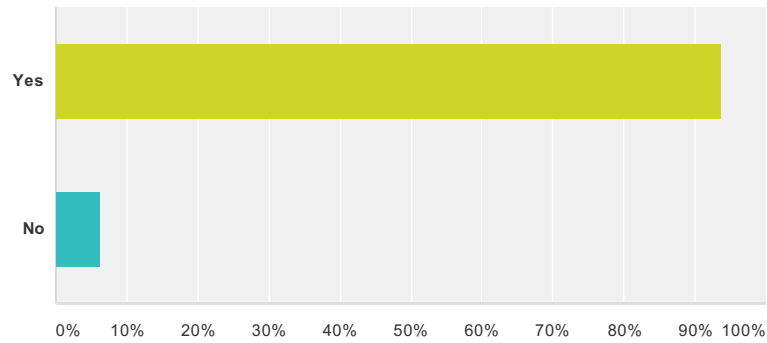
Answered: 16 Skipped: 5

#	Responses	Date
1	January 2012?	6/23/2014 9:06 AM
2	February 2010	6/20/2014 11:32 AM
3	I don't remember	6/20/2014 11:26 AM
4	August 2012	6/20/2014 9:54 AM
5	May, 2013	6/20/2014 9:23 AM
6	April, 2011	6/17/2014 3:01 PM
7	Feb 2011	6/11/2014 3:03 PM
8	2010	6/10/2014 2:47 PM
9	April 2013	6/10/2014 2:05 PM
10	Don't remember	6/10/2014 11:08 AM
11	January 2011	6/10/2014 10:59 AM
12	don't remember	6/10/2014 10:50 AM
13	Early 2012	6/10/2014 9:46 AM
14	May 2007	6/10/2014 9:45 AM
15	Spring 2010	6/10/2014 9:43 AM
16	March 2013	6/10/2014 9:41 AM

UMCES Student Survey

Q7 Were you accepted into the MEES Program or other graduate program in the USM?

Answered: 16 Skipped: 5

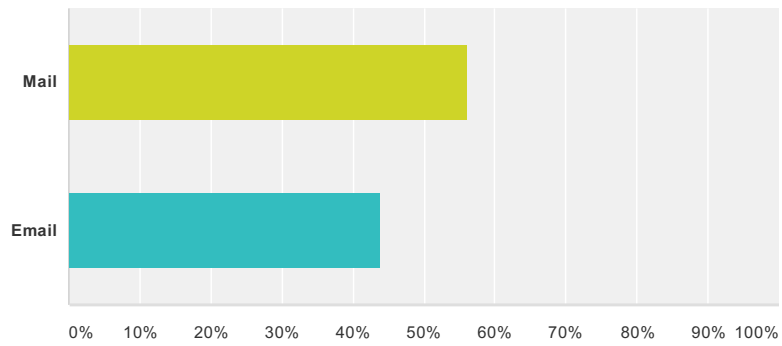


Answer Choices	Responses	
Yes	93.75%	15
No	6.25%	1
Total		16

UMCES Student Survey

Q8 How did you hear about your acceptance?

Answered: 16 Skipped: 5

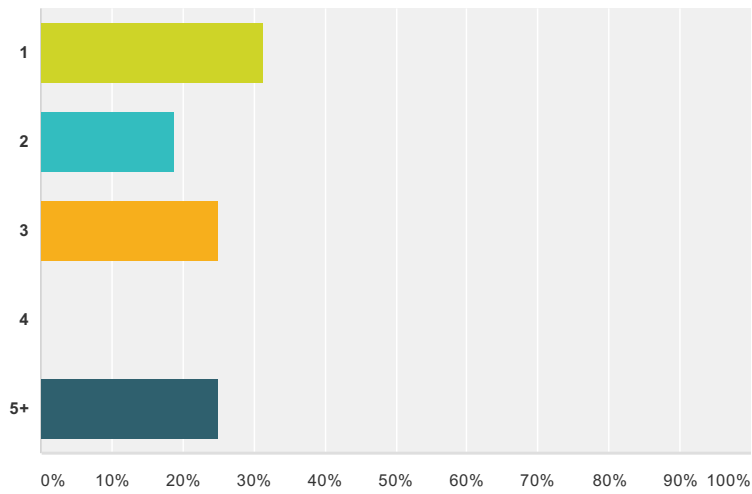


Answer Choices	Responses	
Mail	56.25%	9
Email	43.75%	7
Total		16

UMCES Student Survey

Q9 How many other graduate programs did you apply to?

Answered: 16 Skipped: 5



Answer Choices	Responses
1	31.25% 5
2	18.75% 3
3	25.00% 4
4	0.00% 0
5+	25.00% 4
Total	16

UMCES Student Survey

Q10 Please list other universities or schools you applied to:

Answered: 16 Skipped: 5

#	Responses	Date
1	University of Maine University of Rhode Island University of Washington University of California Davis University of California Santa Cruz Stony Brook University	6/23/2014 9:16 AM
2	University of Pennsylvania North Carolina State University University of Delaware	6/20/2014 11:36 AM
3	Duke I think I may have applied to another.	6/20/2014 11:27 AM
4	I did not apply to another program	6/20/2014 9:55 AM
5	1.) University of Washington 2.) Oregon State University 3.) University of Maine 4.) Florida State University 5.) Stony Brook University	6/20/2014 9:29 AM
6	University of Maryland Baltimore County	6/17/2014 3:02 PM
7	UC Berkeley Duke	6/11/2014 3:05 PM
8	University of Oklahoma University North Caroline State	6/10/2014 2:53 PM
9	University of Rhode Island Duke University John Hopkins	6/10/2014 2:11 PM
10	N/A	6/10/2014 11:09 AM
11	Oregon State University University of North Carolina Stanford University University of Florida California State University Monterrey	6/10/2014 11:05 AM
12	University of Maine Colorado State University	6/10/2014 10:55 AM
13	UDel UNH UMaine UMass Stonybrook URI	6/10/2014 9:50 AM
14	University of Delaware Virginia Tech	6/10/2014 9:48 AM
15	UC Davis, UC Santa Barbara, Scripts	6/10/2014 9:46 AM
16	Only applied to MEES	6/10/2014 9:42 AM

UMCES Student Survey

Q11 Why did you select UMCES and the MEES or other graduate program in the USM?

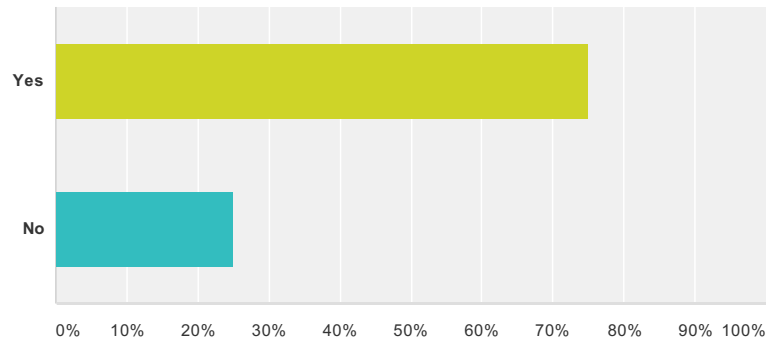
Answered: 16 Skipped: 5

#	Responses	Date
1	It was a small graduate program, there was guaranteed funding through the CBL GEC, degrees from CBL are highly regarded in the field of marine science, I thought that Dr. Secor would serve as an excellent student advisor.	6/23/2014 9:16 AM
2	1. Proximity to my spouse, who is stationed in D.C. 2. The topic of my graduate research project	6/20/2014 11:36 AM
3	Funding	6/20/2014 11:27 AM
4	I selected the program because of the adviser I wished to work under	6/20/2014 9:55 AM
5	It was mostly because my prospective advisor, Dr. Dave Secor, got funding for a grant and was looking for a student. After corresponding with him, he told me that I had to officially apply to the MEES program.	6/20/2014 9:29 AM
6	Proximity to family, research opportunities, low faculty to student ratio, cost of living	6/17/2014 3:02 PM
7	Program was highly recommended by a mentor and was the only offer out of 3 schools.	6/11/2014 3:05 PM
8	My adviser, the ranking and level of UMCP, the interaction between different marine science fields within UMCES, and the location	6/10/2014 2:53 PM
9	Full funding and good fit with lab	6/10/2014 2:11 PM
10	Geographic location, prospective advisor, and specific research opportunity	6/10/2014 11:09 AM
11	Good communication from the selected advisor, potential for funding, proximity to significant other	6/10/2014 11:05 AM
12	Got a fellowship	6/10/2014 10:55 AM
13	I knew the lab I'd be going into, like the project, and was already local	6/10/2014 9:50 AM
14	I was able to find an adviser at UMCES that did research similar to my interests and was willing to take in a student. Dr. Tom Fisher was the primary reason that I came to UMCES. He was very open and helpful to me as a prospective student (an experience that I did not have with prospective advisers at other universities).	6/10/2014 9:48 AM
15	Advisor and flexibility within the program	6/10/2014 9:46 AM
16	I wanted to work with Michael Gonsior and he was at UMCES	6/10/2014 9:42 AM

UMCES Student Survey

Q12 Were you confused by the structure of the MEES Program and its relationship to UMCES?

Answered: 16 Skipped: 5

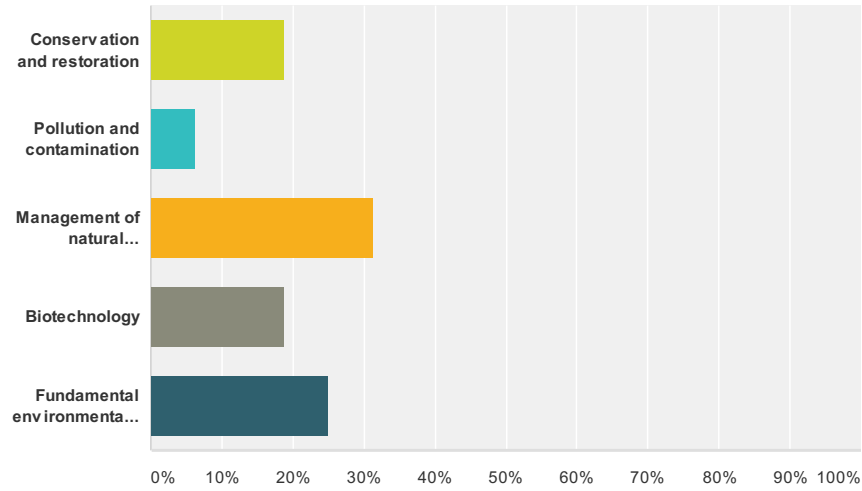


Answer Choices	Responses	
Yes	75.00%	12
No	25.00%	4
Total		16

UMCES Student Survey

Q13 What environmental issues and research conducted by UMCES helped to shape your decision to undertake graduate study in UMCES?

Answered: 16 Skipped: 5

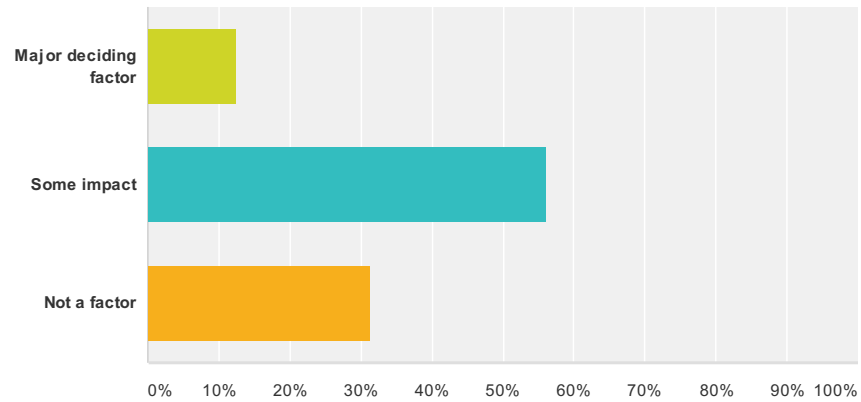


Answer Choices	Responses	
Conservation and restoration	18.75%	3
Pollution and contamination	6.25%	1
Management of natural resources	31.25%	5
Biotechnology	18.75%	3
Fundamental environmental science	25.00%	4
Total		16

UMCES Student Survey

Q14 Did the Chesapeake Bay restoration and research by UMCES on it shape your decision?

Answered: 16 Skipped: 5



Answer Choices	Responses	
Major deciding factor	12.50%	2
Some impact	56.25%	9
Not a factor	31.25%	5
Total		16

UMCES Student Survey

Q15 What role did a specific faculty member play in your decision to study at UMCES?

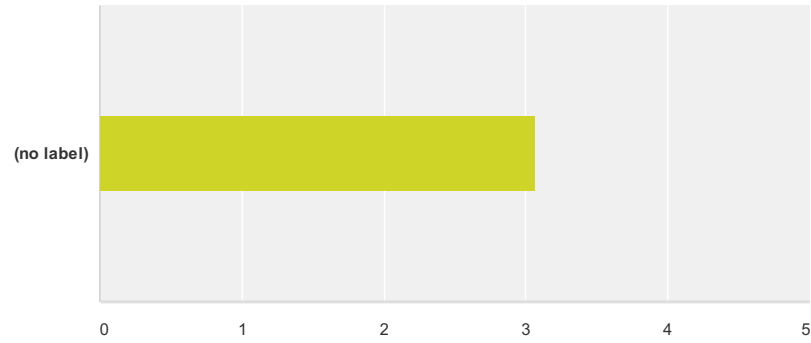
Answered: 16 Skipped: 5

#	Responses	Date
1	A faculty member played a large role in my decision to study at UMCES. I had a great visit to CBL and interview which made me feel that it would be a good advisor-student fit. I felt my advisor was very in tune with what his students were doing and had an open door policy. Overall, the confirmed funding and advisor were pivotal in my decision-making process.	6/23/2014 9:16 AM
2	I wouldn't have decided to enroll in the MEES program if I hadn't had a primary adviser who was willing to take me on as a student. Only after I secured a spot in a lab did I decide to enroll at UMD.	6/20/2014 11:37 AM
3	Had funding	6/20/2014 11:28 AM
4	After meeting while in my undergrad, they emailed me asking if I would be interested in going to graduate school and working on a project.	6/20/2014 9:56 AM
5	As stated previously, most of my decision was shaped by my advisor having the funds to take on a graduate student. Since the project was interesting and my advisor is well-known and well-respected in his field, I chose to take the opportunity to work with him, thus becoming an UMCES student.	6/20/2014 9:32 AM
6	First exposed to UMCES through my MD Sea Grant REU 2010 led by Fredrika Moser. The experience that I had at CBL inspired me to contact various professors interested in the watershed sciences. Keith Eshleman of AL was willing to take me on as an M.S. student and his research program piqued my interest.	6/17/2014 3:06 PM
7	My current faculty advisor contacted me after I had submitted my application to see if I was interested in working on any of his projects.	6/11/2014 3:07 PM
8	A big role. First I look for who I wanted to work with, more than the institution to work. Because, if you look for the best in her or his field then, as consequence, this person will be in one of the best institution	6/10/2014 2:57 PM
9	I would not have attended UMCES had I not been given funding to work with my current faculty member.	6/10/2014 2:12 PM
10	This was a huge factor. I knew my advisor prior to enrolling. We got along well and had common research interests and complimentary backgrounds. He had funding available for a project that was very well-aligned with my career goals.	6/10/2014 11:12 AM
11	The advisor I am working with played a large role by being very communicative and helpful through the application process as well as my interest in his research	6/10/2014 11:06 AM
12	A big role	6/10/2014 10:56 AM
13	Dr. Tom Fisher's research was what initially drew me to look at UMCES. He does work on nutrient pollution (my research interest) in the Chesapeake (one of the most studied regions). Tom was great at responding to my initial email when I was still in college. He even took the time to read my honor's thesis and offer up some really helpful citations. This was before I had been accepted into the MEES program. Tom made me feel very welcome and even if he hadn't been looking for another student, I am sure that he would have still been helpful and recommended 2 or 3 others to contact. Potential advisers at other universities often responded saying that they did not have funding for another student, but they also did not suggest any other potential advisers.	6/10/2014 9:54 AM
14	A very major reason I'm in UMCES	6/10/2014 9:50 AM
15	They had funding to support me on an interesting project.	6/10/2014 9:47 AM
16	Faculty member was the only reason I decided to come to UMCES	6/10/2014 9:43 AM

UMCES Student Survey

Q16 How well do you think UMCES does at reaching potential students?

Answered: 14 Skipped: 7

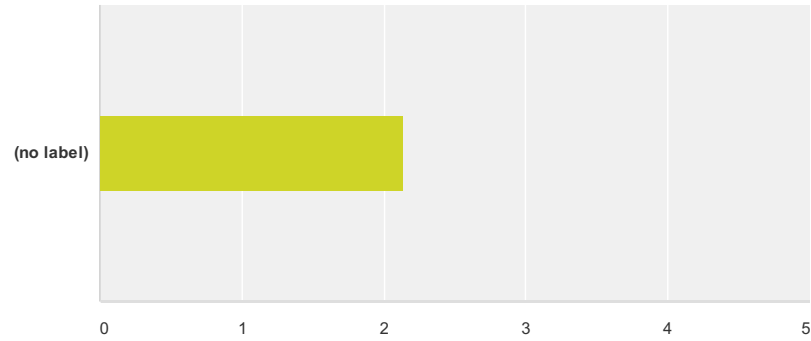


	Very Poor	Poor	Satisfactory	Good	Great	Total	Average Rating
(no label)	0.00% 0	21.43% 3	57.14% 8	14.29% 2	7.14% 1	14	3.07

UMCES Student Survey

Q17 How useful/important was the UMCES website in making your decision to study at UMCES?

Answered: 14 Skipped: 7

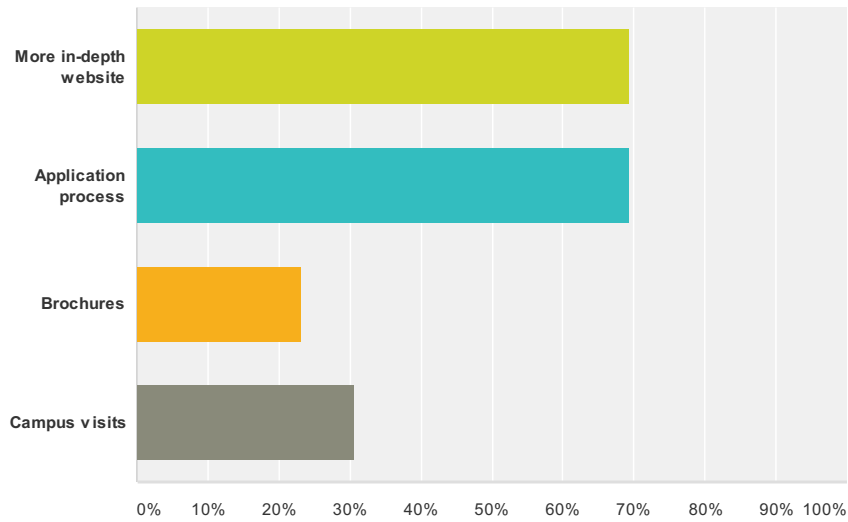


	Not very useful	Sort of useful	Useful	Very useful	N/A	Total	Average Rating
(no label)	28.57%	42.86%	14.29%	14.29%	0.00%	14	2.14
	4	6	2	2	0		

UMCES Student Survey

Q18 What resources would have made this process easier/more helpful? (More in-depth website? Application process? Brochures? Campus visits?)

Answered: 13 Skipped: 8



Answer Choices	Responses	
More in-depth website	69.23%	9
Application process	69.23%	9
Brochures	23.08%	3
Campus visits	30.77%	4
Total Respondents: 13		

UMCES Student Survey

Q19 Briefly explain [in 2-3 sentences] how you think UMCES can do a better job of reaching potential students?

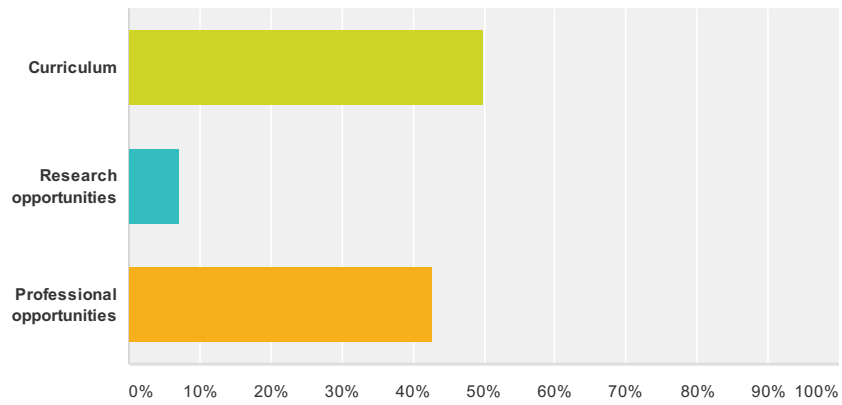
Answered: 14 Skipped: 7

#	Responses	Date
1	I think it is difficult for UMCES to present a unified image since the components are all very spread out. In my experience I found the MEES program and CBL first, before realizing they were part of a larger contingent of labs under UMCES. I utilized the UMCES website a lot, but mainly after having an interest in working at CBL.	6/23/2014 9:35 AM
2	I guess UMCES needs to clarify why it would be beneficial to students to enroll through UMCES rather than at UM-CP or UM-BC. This is still a bit fuzzy for me, though I admit I haven't been participating in the conversations as UMCES has been transitioning to a degree granting institution.	6/20/2014 11:44 AM
3	Job fairs. Go to local colleges.	6/20/2014 11:29 AM
4	I think it does very well at reaching potential students already, at least in my experience.	6/20/2014 9:58 AM
5	UMCES could make better use of online job boards to advertise graduate student openings, as well as technician and internship opportunities. Perhaps putting our own "UMCES Alumni" job board on the web site would help as well. That aside, the ability of the program to expand and take on more students is heavily dependent on funding, especially since UMCES schools are all so heavily research-based.	6/20/2014 9:40 AM
6	Appalachian lab struggles to attract quality students even though funding is available, a better housing option could entice students to stay in Frostburg, along with a brochure that touts the perks of western Maryland and the surrounding Appalachian region.	6/17/2014 3:10 PM
7	Media exposing Research opportunities for different levels of students, who may be future graduate students Support for national and international students	6/10/2014 3:02 PM
8	Today's students will search for programs/potential faculty advisors first through the internet. A poor website/description or current research and lab activities can have a big first impression (negative/positive).	6/10/2014 2:22 PM
9	Advertise funded positions as early as possible and on prominent job boards -- Texas A and M jobs, Society for Conservation Biology job board, American Fisheries Society job board etc. These are far more visible than the UMCES web site.	6/10/2014 11:24 AM
10	A more built up, updates, and easy to find graduate education section in the HPL, CBL, AL, IMET websites and coordination/links with MEES website.	6/10/2014 11:19 AM
11	From my limited involvement with potential students, it seems like the problem isn't reaching them isn't the problem, it's convincing them to come here. I've interacted with several prospective students at Horn Point Lab and many of them decided to go to another university over UMCES. UMCES could do a much better job of selling the program to prospective students.	6/10/2014 10:59 AM
12	Brochures could be sent to science departments at colleges.	6/10/2014 10:00 AM
13	Publicize on the website the integrated nature of this program and how students are a big part of that.	6/10/2014 9:49 AM
14	Not sure.	6/10/2014 9:45 AM

UMCES Student Survey

Q20 Are there things you wish UMCES would offer in a graduate program?

Answered: 14 Skipped: 7



Answer Choices	Responses	
Curriculum	50.00%	7
Research opportunities	7.14%	1
Professional opportunities	42.86%	6
Total		14

Q21 What makes UMCES stand apart from other graduate programs? What would you change?

Answered: 14 Skipped: 7

#	Responses	Date
1	The many labs of UMCES makes it a unique organization. However, it seems to me that most policies are either based in the University of Maryland (MEES) or each individual lab-based and that UMCES does not have a presence in the administrative aspect. I think if UMCES is seen as more of the umbrella under the University of Maryland, it would be more apparent to prospective students the role of UMCES.	6/23/2014 9:39 AM
2	Access to so many faculty across the state, and the ability to take courses from them through the IVN system.	6/20/2014 11:45 AM
3	NA	6/20/2014 11:30 AM
4	The small campuses, the community of help. Sometimes it is difficult to complete my work because there are so many events, interviews, brown bags, seminars and meeting going on.	6/20/2014 9:59 AM
5	I can only speak to my area of specialization, fisheries science, when I say that their program and set of professors are excellent. More broadly, I would say that the most interesting thing about UMCES is that it is incredibly diverse. Because each of the campuses at UMCES have different research focuses, we have the opportunity to take high quality classes on a variety of subjects.	6/20/2014 9:43 AM
6	UMCES is research focused with much of the research united under the management of the Chesapeake Bay ecosystem. The MEES colloquium is an amazing event where students from multiple labs share their annual findings over a fun weekend. The organization does a good job to celebrate student and professors' successes (publications, awards, etc.). Class setting can become dry, maybe a serious look at more independent study courses with a bi-weekly seminar could be fruitful.	6/17/2014 3:14 PM
7	In my case IMET has given me a great deal of exposure to the biotechnology field and what it takes to produce a patent and a marketable product. The comments before are the only things I would change.	6/11/2014 7:58 AM
8	UMCES has the unique combination of different marine sciences field in 4 or 5 labs which are connected each other What change? increase the connectivity between all UMCES and enhance the interaction between the labs at the level of faculties and student to do cooperative research	6/10/2014 3:07 PM

UMCES Student Survey

9	<p>The interdisciplinary nature of our program is both an asset and a burden. It promotes some really interesting collaborative research and helps address real world issues. It also exposes students to a broader range of topics than a more focused program might. However, in practice it also has some negatives. At least in my personal experience, many of our seminars (both in our seminar series and at the colloquium) are totally irrelevant to my professional interests. Despite this fact, we are still pressured to attend every seminar if possible. At a more focused institution, research seminars are usually much more relevant to everyone. Additionally, we have a relatively small number of students who are focusing on many different fields. You can only divide a small contingent into so many pieces and still have a functional group. At least for me, this means that I am the only student at my lab who is working in my AOS – so the level of camaraderie is lessened and some of us end of feeling like 'lone rangers' within the program. The quality of education is reduced when there are not others working on similar things to confer with. As a result, there really isn't a lot of incentive for some of us to work from our offices, so we end up doing much of our work from other locations. One last comment: The geographically-distributed nature of our program is inherently challenging, especially when it comes to delivering course content. I recognize that, and the IVN system does a reasonable job at allowing distance education. However, I personally have been the only student at a particular remote site for several of my classes, and this has presented some challenges. For many lectures, particularly when a fine black font is used on a white screen, it is very difficult to read visual materials. In many cases this is essential to understanding the lecture and completing assignments. When you are the only student at a remote site and you don't understand something or can't hear something, there really is no one to ask. If the course is intuitive to the student, it's not a big deal. But for a course that is a struggle, IVN makes understanding the material much more difficult.</p>	6/10/2014 11:42 AM
10	<p>The ratio of faculty to students is probably one of the highest so students develop good relationships with mentors/faculty and the diversity of research topics/labs. I would put more emphasis on environmental sensing, use of new technology, scientific computing, etc. within the graduate program since that is the future of environmental science and students will need to develop those skills.</p>	6/10/2014 11:24 AM
11	<p>It seems like there are more fellowship/funding opportunities here vs. elsewhere and the research is top-notch. Although research is the most important part of a graduate program in the sciences, we still have to dedicate a lot of time to classes. As such, the curriculum could be more streamlined (less overlap between courses) and you might even consider providing optional education training for faculty who are interested in honing their teaching skills</p>	6/10/2014 11:02 AM
12	<p>Students are active members of environmental laboratories. I often feel that we are treated as integral members of lab groups on research projects and not just as another graduate student. The only downside to working at small labs is that we do lack the services offered by universities (ample TAships, career services, etc.). We can utilize those things at College Park, but most of us are at least 2 hours from College Park. The big change I would like is more TAs.</p>	6/10/2014 10:04 AM
13	<p>Flexibility in shaping one's research program is a positive. Offering courses to facilitate the building of a well rounded interdisciplinary scientist. This program needs more courses in statistics and social science of environmental issues.</p>	6/10/2014 9:51 AM
14	<p>The diversity of classes available...unfortunately they are not often taught. More flexibility for Ph.D students who come in with a masters in the same field</p>	6/10/2014 9:46 AM

Q22 What do you hope to do after you graduate?

Answered: 14 Skipped: 7

#	Responses	Date
1	I would like to work in fisheries management.	6/23/2014 9:39 AM
2	Work for a gov't agency.	6/20/2014 11:45 AM
3	Work in monitoring, conservation, or research for a state or federal agency	6/20/2014 11:30 AM
4	Pursue a PhD or work for a state agency.	6/20/2014 9:59 AM
5	Work as a technician in an academic lab for several years, then enter a PhD program.	6/20/2014 9:43 AM
6	Teach at a smaller university where I can offer serious research opportunities to undergraduates.	6/17/2014 3:14 PM
7	I plan to go into academics or private industry.	6/11/2014 7:58 AM
8	Science!! Look for the academic world	6/10/2014 3:07 PM
9	Post-doc in quantitative fisheries	6/10/2014 11:42 AM
10	Continuing my education with a PhD at different institution	6/10/2014 11:24 AM
11	work as a postdoc and then work at a small teaching college	6/10/2014 11:02 AM
12	I would like to be a professor at a liberal arts college.	6/10/2014 10:04 AM
13	Work for a state or federal agency.	6/10/2014 9:51 AM
14	Teach at a liberal arts college, ideally continue to have a research program	6/10/2014 9:46 AM

As part of our marketplace research we compiled a chart of “competitors” comparing graduate information, application process, faculty/alumni information and more.

	UMCES	Scripps Institution of Oceanography	Woods Hole Oceanographic Institution	Rutgers U. Institute of Marine and Coastal Sciences	Virginia Institute of Marine Science	Delaware Biotechnology Institute	Nicholas School, Duke University
Research topics/focus areas for institution	Located in main nav. bar; menu allows access to specific focus areas: • Ecosystem-based mgmt • Restoration science • Climate change programs • Environmental observing systems	Integrated themes: • Biodiversity & Conservation • California Env'm't • Earth & Planetary Chemistry • Earth through Space & Time • Energy & the Env'm't • Env'm't & Health • Global Change • Global Env'm'tal Monitoring • Hazards • Ice & Climate • Instruments & Innovation • Interfaces • Marine Life • Modeling, Theory & Computing • Sound & Light in the Sea • Waves & Circulation	Research Departments: Applied Ocean Physics & Engineering; Biology; Geology & Geophysics; Marine Chemistry & Geochemistry; Marine Policy; Physical Oceanography Focus Areas: • Climate & Ocean • Coastal Science • Hazards • Ocean Chemistry • Ocean Circulation • Ocean Life • Ocean Resources & Policy • Polar Systems • Pollution • Seafloor & Below • Tools & Tech • Underwater Archaeology	Research Groups: Deep-Sea Ecology & Biotech; Environmental Prediction; Remote Sensing and Spatial Analysis; Deep Sea Microbiology; Environmental Biophysics and Molecular Ecology; Geobiology; Geological Sciences/Earth & Planetary Sciences; Shellfish; Jacques Cousteau National Estuarine Research Reserve; Biogeochemistry & Paleoceanography; Ocean Modeling; Sea Level	Research Topics: • Coastal Research • Blue Crabs • Aquatic Diseases & Immunity • Oysters • Marine Life & Processes • Dead Zones • Global Change • Pollution • By Region • Bay Grasses • Fisheries • Coastal Economies & Recreation • Observing & Modeling • Sturgeon • Aquaculture • Submerged Aquatic Vegetation (SAV)	Research Areas: • Agriculture • Energy & Environment • Human Health	Areas of Focus: • Business & Sustainability • Ecology & Conservation • Energy & Climate • Environmental Health • Forests • Human Health • Leadership • Oceans & Coasts • Policy, Economics & Law • Water
Information about the graduate program, is it featured prominently on the website?	Somewhat. It is easily accessible from the main nav. bar, though the program does not stand out amongst the other information. Should be featured on the main page, as well.	Yes. It appears in the top half of the main page, as well as in the main nav. bar. There are direct links to the PhD and master's programs on the main page.	Yes. It appears in the main nav. bar, as well as on the top half of the main page inside a "Who We Are" box, which helps define education as a key component.	Somewhat. It appears in the main navigation bar, though it doesn't stand out amongst the other information.	Somewhat. It appears in the main navigation bar, though it doesn't stand out amongst the other information.	Yes. It appears in the top half of the main page, as well as in the main nav. bar. The main page is simple and clean, so everything stands out	Somewhat. It appears in the main navigation bar, though it doesn't stand out amongst the other information.
Can you apply online?	No. Must contact the graduate program of interest to get the application materials.	Yes.	Yes.	Yes.	Yes.	Yes.	Yes.

	UMCES	Scripps Institution of Oceanography	Woods Hole Oceanographic Institution	Rutgers U. Institute of Marine and Coastal Sciences	Virginia Institute of Marine Science	Delaware Biotechnology Institute	Nicholas School, Duke University
Faculty searchable by research topic?	No. Searchable by last name and lab assignment. When searching, have to click a letter before any name appears (could be confusing b/c it may seem that the search didn't work)	Yes. Searchable by "curricular group" (appears to be similar to research topic), as well as by "Scripps Group", which seems to include the institution's subdivisions and departments	Yes. Searchable by research department.	No. "Institute Members" section lists faculty, but cannot be searched. Must scroll through alphabetized list.	No. Only searchable by first or last name.	Yes. Use SciNav to search by name or keyword, research focus, department, or discipline.	Yes. Searchable by area of expertise, keyword, and broad focus area (earth/ocean sciences; environmental sciences & policy; and marine science & conservation)
Information on Alumni?	No.	Yes. Includes demographics, donation opportunities, LinkedIn group invitation, alumni news, calendar of events, and a dedicated Facebook page.	Yes. There is an MIT/WHOI Joint Program Alumni Community website (login required) offering networking and info-sharing opportunities, as well as listservs, podcasts, and blog-style posts.	No.	Yes. Feature alumni profiles in three categories: Academia, Government, Private Sector.	No.	Yes. Includes an alumni council, alumni socials, mentoring oppt's, a quarterly lecture series, regional networks on LinkedIn, a contact directory, and alumni profiles.
Career services or other student services?	No career services. Partnership with Integration & Application Network (IAN) provides access to learning/teaching resources including seminars, a YouTube channel, education modules, amongst others. Maritime Environmental Resource Center (MERC) offers research-related resources.	Yes. Offer financial resources; graduate resources (academic, campus, wellness); graduate handbook; FAQ page; info on teaching assistantships and tutoring opportunities; "Careers in Oceanography" page; "Preparing for a Career in Oceanography" brochure	No career services. However, their "Life on Campus" section offers general resources (housing, public transportation, fitness, dining services, housing, the library, and leisure/recreation information for the Cape Cod area).	No career services. They do offer weekly seminars on various topics.	No career services. There are opportunities for graduate students to join labs, research centers, and other related organizations.	Yes. Hold career fairs, offer networking events and seminars, and have student associations targeted at specific career fields.	Yes. Offer the Career & Professional Development Center, as well as services for students (career advice, internship programs, & employment oppt's), employers (advertising and recruiting oppt's, & a resume book), and alumni.
Contact information?	Yes. Provide contact info for each of the laboratories under the "About UMES" section in the main nav. bar; also have a section with free-response form fields where you can write a message to a specific lab.	Yes. Provide phone number as well as a direct e-mail address of a contact in the doctoral program and master's program. Also provide number/email for contacts in their research facilities. Give contact info for administrative offices & support services offices.	Yes. Their graduate and postdoctoral programs each have their own contact page. The general contact page provides info for each research department, as well as academic programs, administrative offices, and marine operations services/programs.	Yes, but minimal. Provide mailing address and phone number, along with free-response form fields where you can enter in a message.	Yes. Provide mailing address, phone numbers, and email addresses for the graduate program and registrar.	Yes. Offer address and phone number, and provide a free-response for inquiries/ messages. If you dig deeper, they offer under "Resources & Facilities" you can find contact info for specific labs and facilities.	Yes. Provide general mailing address, along with email and phone numbers for each of their offices.

Other Notes	<p>Include social media: Facebook, Twitter, LinkedIn, RSS News Feed</p> <p>E-newsletter</p>	<p>Include social media: Facebook, Twitter, YouTube, Flickr</p> <p>E-magazine & E-News Clips</p>	<p>Include social media: Facebook, Twitter, YouTube, RSS News Feed</p> <p>E-newsletter</p>	<p>Include social media: Facebook</p> <p>E-Publications</p>	<p>Include social media: Facebook, Twitter, YouTube, LinkedIn, Flickr</p> <p>E-Newsletter</p>		<p>Include social media: Facebook, Twitter, YouTube, LinkedIn, RSS News Feed, Flickr</p> <p>E-Newsletter</p>
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UMCES has some broken links on their site, including:

Research Administration

- Under *Proposals*, these links are broken:
[Funding Searches with IRIS](#)
[State of Maryland](#)
- Under *Award Management*, these links are broken:
[NOAA Rules & Regs](#)
[NSF Award and Administration Guide](#)
- Under *Policy & Procedures*, this link is broken:
[UMCES Compliance in brief](#)

Education > Graduate Information

- University of Maryland Graduate Program in Toxicology Page
[University of Maryland Graduate Program in Toxicology](#)