

ECON 431

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31 October 2017

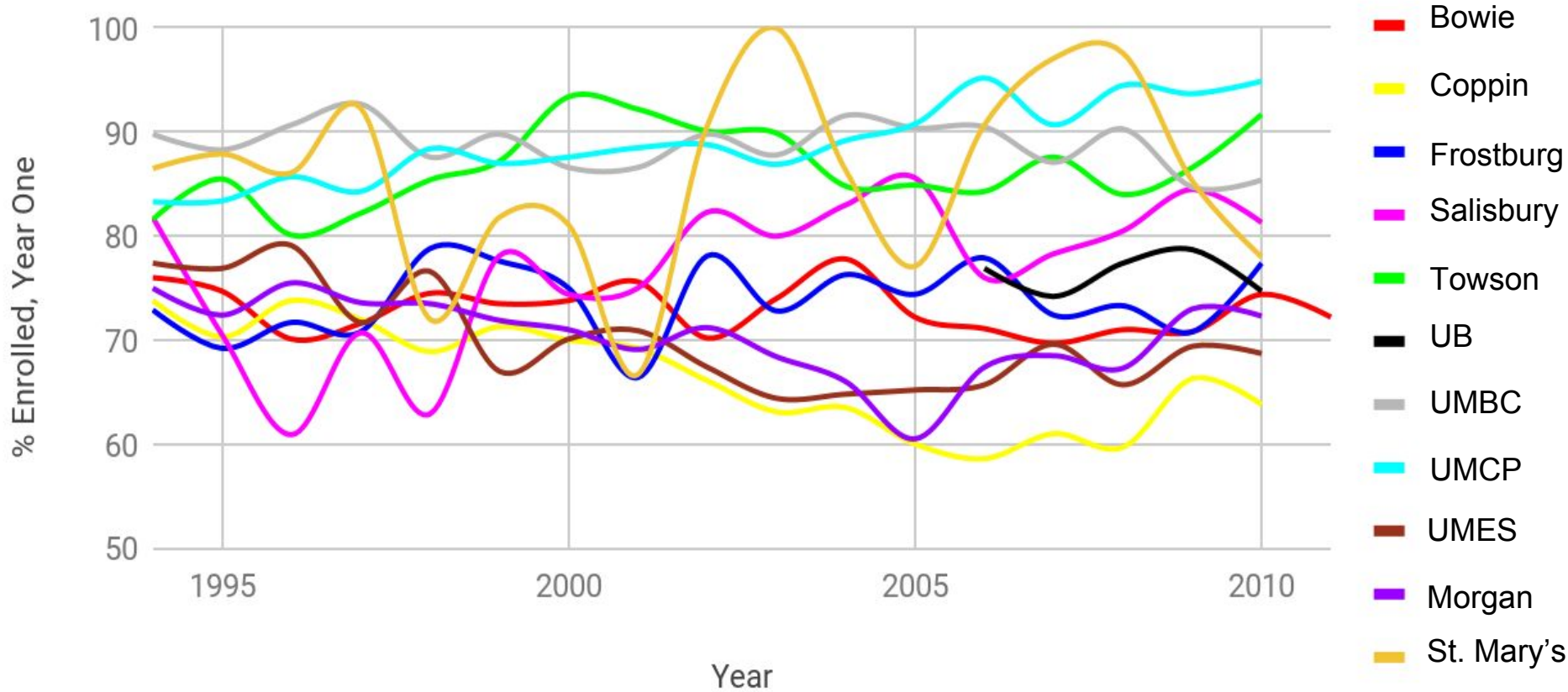
The Impact of Funding on Enrollment of African Americans in Public Maryland Universities

	1	2	3	4	Score
Organization	Unstructured and strays from the subject. Much of the presentation out of logical order. Goes over time limit.	Somewhat structured but too much time spent on unimportant material. Disjointed sequence.	Mostly structured, precise but parts unconnected to the rest of the presentation.	Well-structured and presented in a logical sequence, used time wisely.	
Subject Knowledge	Do not seem to understand the topic very well.	Show a good understanding of parts of the topic.	Show a good understanding of the topic.	Show a full understanding of the topic.	
Comprehension	Unable to accurately answer questions about the topic.	Able to accurately answer a few questions about the topic.	Able to accurately answer most questions about the topic.	Able to accurately answer almost all questions about the topic.	
Clarity	Unclear and confusing. Not understood.	Somewhat clear but leaves the listener a little lost.	Mostly clear but some confusion in the presentation.	Clear and easily understood.	
Value	Presentation contained little to no valuable material.	Presentation had moments where valuable material was present but as a whole content was lacking.	Presentation had a good amount of material and benefited the class.	Presentation had an exceptional amount of valuable material and was extremely beneficial to the class.	
Depth	Shows a surface knowledge only.	Some understanding of subject but little depth.	Certain areas show depth of thought.	Shows depth of thought.	
Quality of Material	No presentation materials, or material that was inadequate or too small to see.	Some material was of high quality.	Most materials were of high quality with some questionable sources. Some variety.	Presentation materials were high quality and useful.	
Mechanics	Low volume, poor posture, and no eye contact. All are disinterested in the topic.	Low volume, poor posture, and eye contact. Individuals are not very confident or engaging.	Great volume, posture, and eye contact. Individuals are not very confident or engaging.	Great volume, posture, and eye contact. Individuals are confident and engaging.	

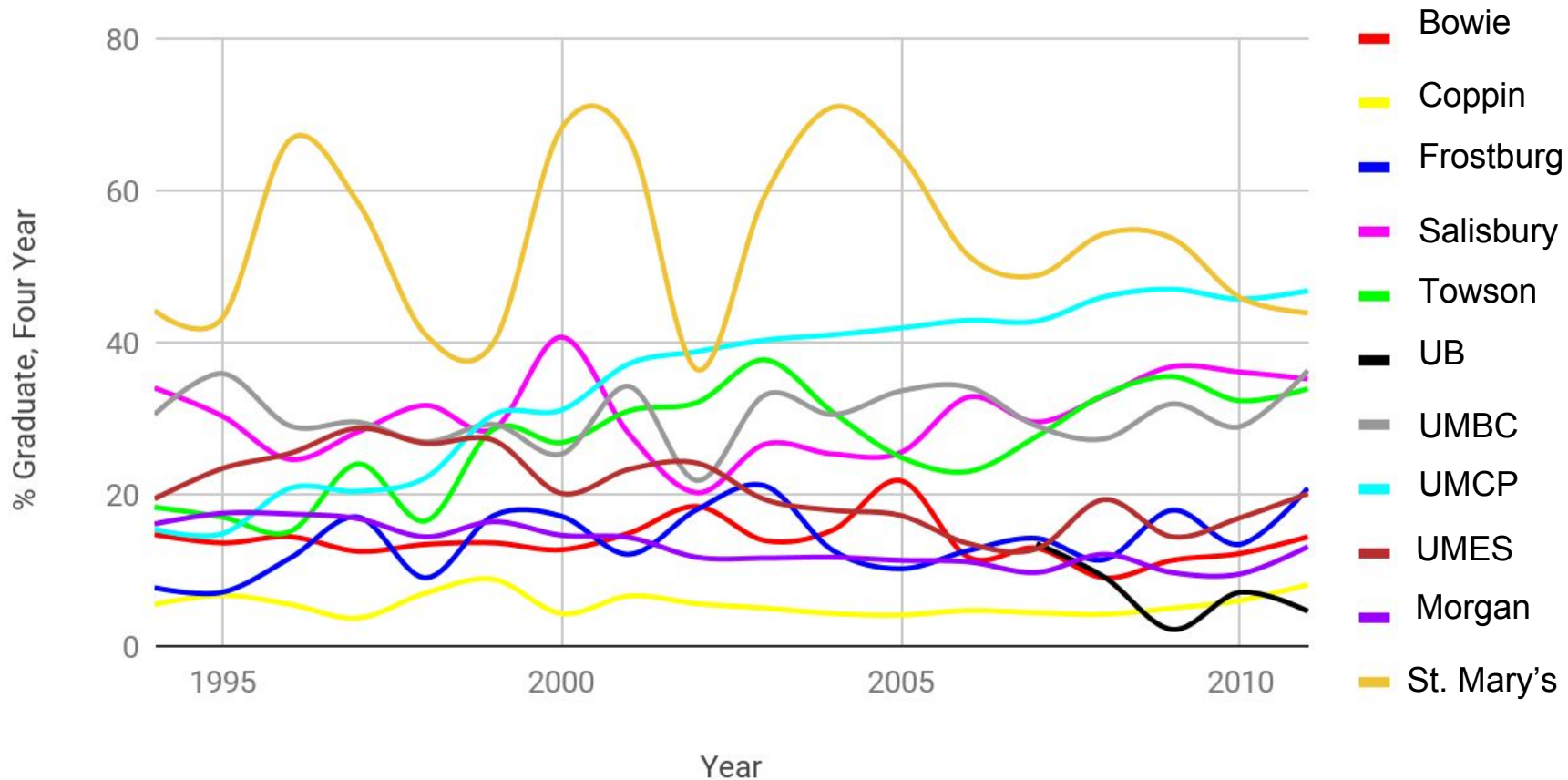
Thesis Statement

An analysis of the correlation between funding levels and African American enrollment and graduation rates in Maryland public universities.

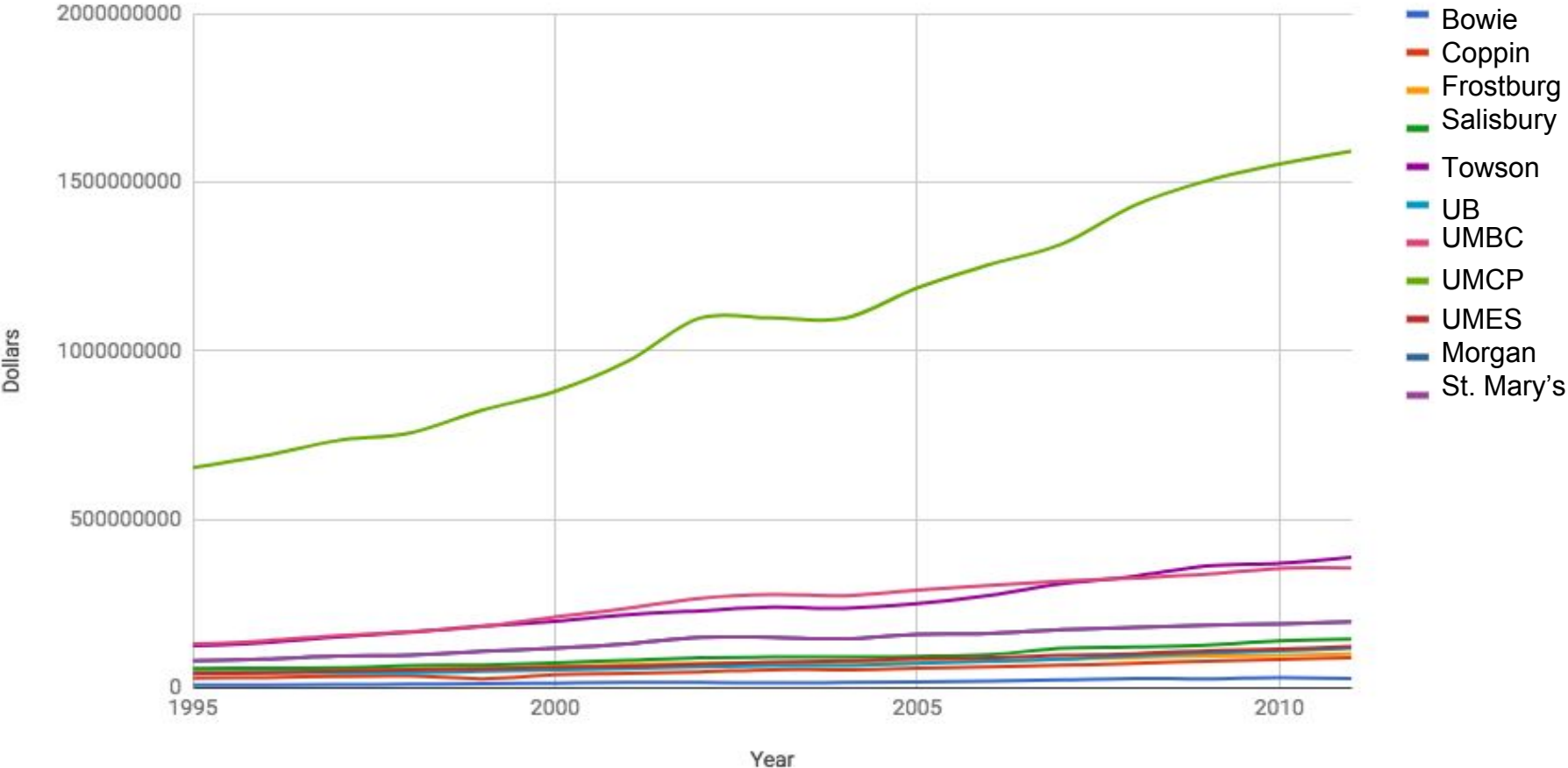
African American Retention After Year One



African American Graduation Within Four Years



Funding for Maryland Public Universities



Influences on Postsecondary Education Enrollment

- March 2015: Five MD universities consider ethnicity in the enrollment process
- Larger schools have more fixed costs
- Larger schools can accept more students without having to hire more staff
- Public education quality may impact university enrollment of minorities
 - *Ex: End of 2016: African-American student graduation rate increased by 1.8% to 84.1%*
 - *White student graduation rate increased by 0.04% of a percentage point to 92.4%*

A Missouri Example

According to work done by Cory Koedel differences in graduation of African American graduation can be explained by the preparation of the student prior to enrolling in university. This research suggests that rather than increase funding to Public Universities, resources should be spend on improving the quality of primary and secondary education.

Funding

- Total available funds increased more than 48% from 2009
- Enhancement Funded Programs
 - Transforming the academic model
 - Increased graduates in STEM and health professions
 - Lessening the completion gap
- No restrictions on private donations
- “Increase access for economically disadvantaged and minority students”
- Teacher Programs
- STEM Programs
- Income levels increase, tuition increases, revenue increases, funding increases
- HEIF (Higher Education Investment Fund)

Next Steps

- Run a regression
- Dependent variable: African American enrollment
- Independent variable: amount of funding
- Investigate how significant the relationship is between the amount of funding and enrollment rates among African Americans
- Research income trends

Works Cited

Maryland Higher Education Commission

<http://www.mhec.state.md.us/publications/Documents/Research/AnnualReports/2016EnrollRaceandGender.pdf>

<http://www.mhec.state.md.us/publications/Documents/Research/AnnualPublications/MHECFastFacts2017.pdf>

<http://www.tandfonline.com/doi/abs/10.1080/00221546.2000.11778831?journalCode=uhej20>

Robert Lerner, and Althea K / Nagai. "Preferences in Maryland Higher Education: Racial and Ethnic Preferences in Undergraduate Admissions at Maryland Four-Year Public Colleges and Universities." *ERIC - Education Resources Information Center*, Center for Equal Opportunity, 815 15th Street, N.W., Suite 928, Washington, DC 20005. Tel: 202-639-0803; Fax: 202-639-0827; Web Site: [Http://Www.ceousa.org](http://www.ceousa.org)., 30 Nov. 1999, eric.ed.gov/?id=ED447757.

Thomas D/Snyder. *120 Years of American Education: A Statistical Portrait*. U.S. Department of Education, National Center for Education Statistics, 1992, *120 Years of American Education: A Statistical Portrait*.

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