

ECON 431
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The Impact of Funding on African American Presence 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.	

Introduction

Historically, African Americans at universities have had lower rates of college attendance and graduation in comparison to the white population. This trend dates back to the 1950s after the Supreme Court declared that segregated schools were unconstitutional. African Americans have since been at a disadvantage

mission statement of the Maryland Higher Education Committee was to “increase access for economically disadvantaged and minority students”

From 1996 to 2012 the black high school graduation rate increased by 63% and college graduation rates for blacks increased by 72%

Literature Review

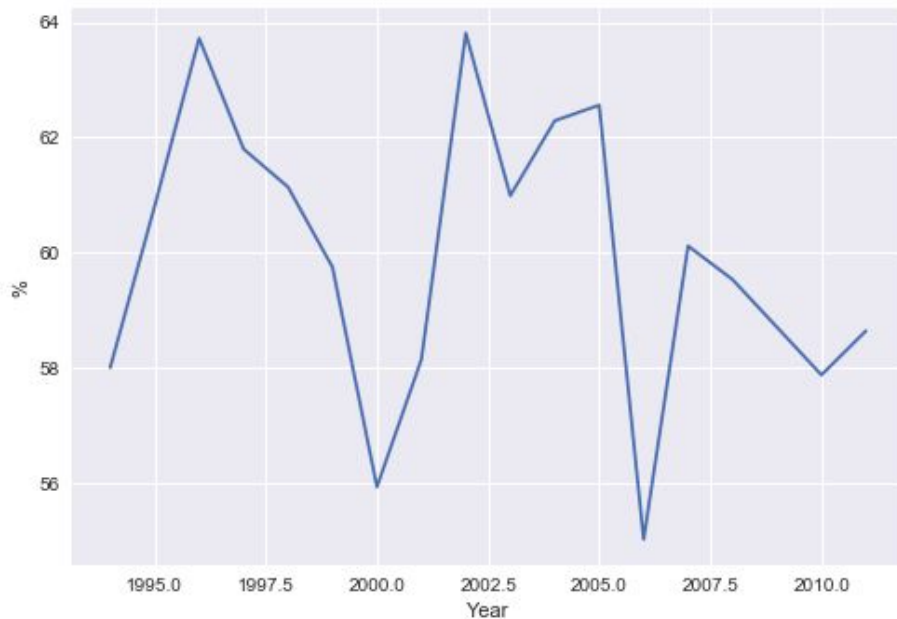
- Samples from the literature review:
 - During this same period college enrollment increased for all ethnicities
 - From 1996 to 2012 the black high school graduation rate increased by 63% and college graduation rates for blacks increased by 72%
 - blacks make up about 14% of college students but only 9% are awarded bachelor's degrees.
 - According to The Journal of Blacks in Higher Education, the national average graduation rate for African Americans in higher education is 42%. This is 20% below the average graduation rate for white students, which is 62%.

Data Collection

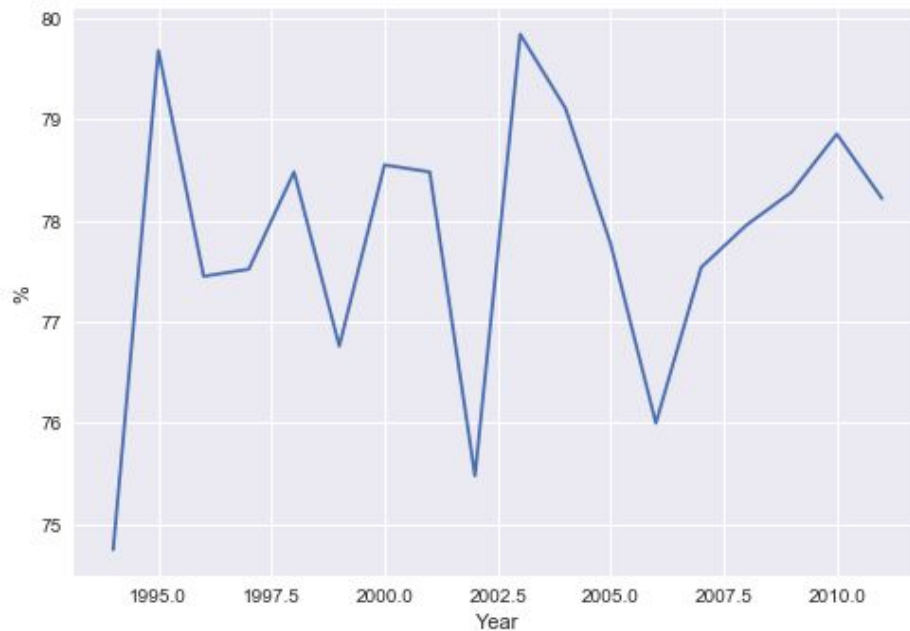
- Source: Maryland Higher Education Committee reports
- Data collected from 1994-2011
- **Variables:**
 - % of first time students enrolling in a public, four-year Maryland university that are African American
 - % of first time students enrolling in a public, four-year Maryland university that are white
 - % of African Americans to graduate in four years
 - % of whites to graduate in four years
 - In-state tuition
 - Out of state tuition
 - Funding
 - % enrolled full-time
 - % enrolled part time

Aggregated Graphs

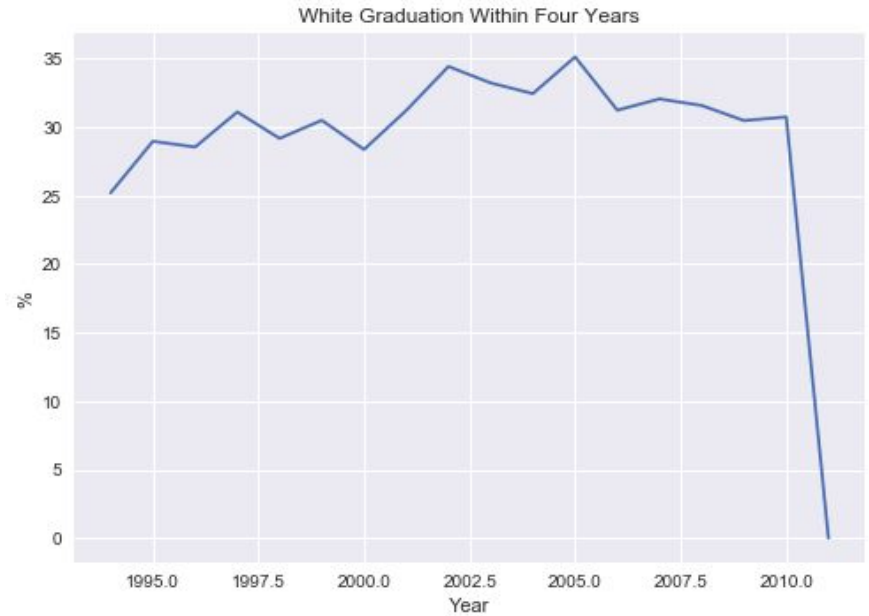
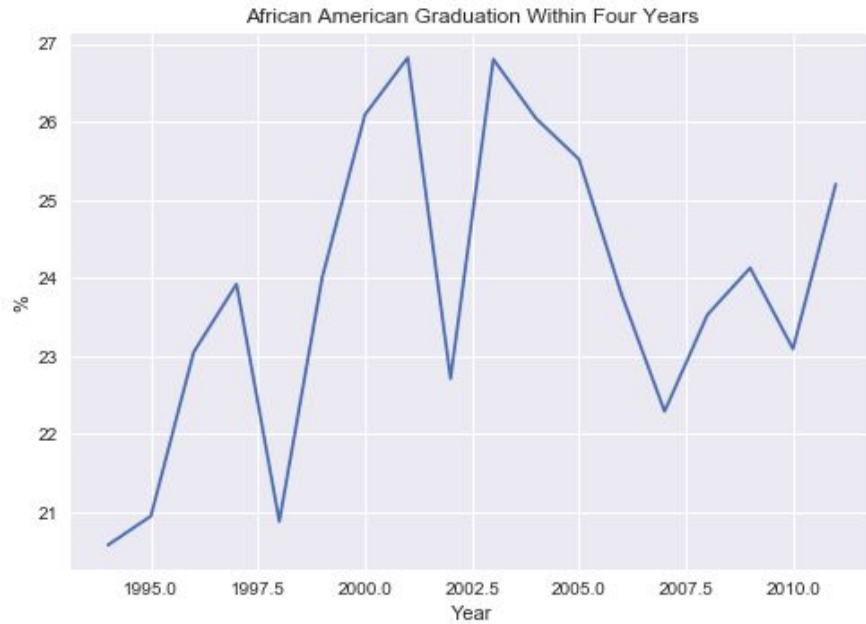
Initial White Enrollment Over Time



Initial African American Enrollment Over Time

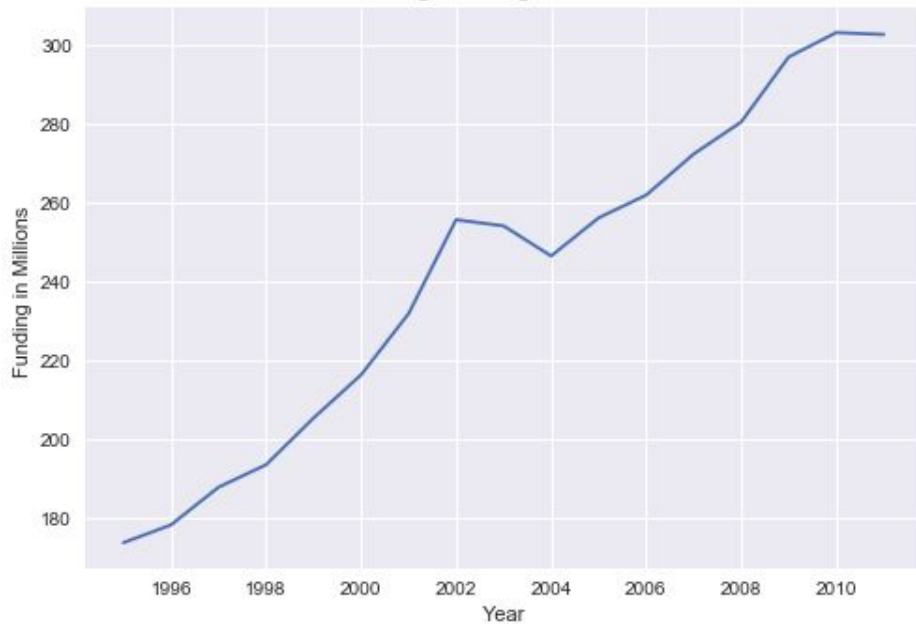


Aggregated Graphs

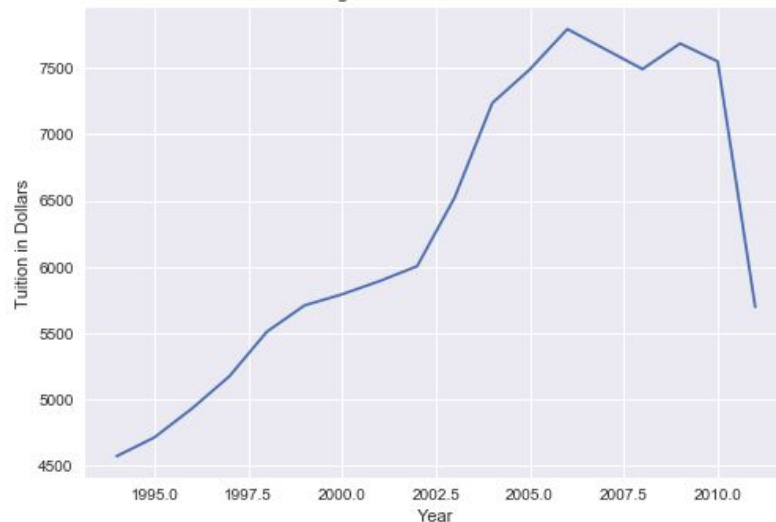


Aggregated Graphs

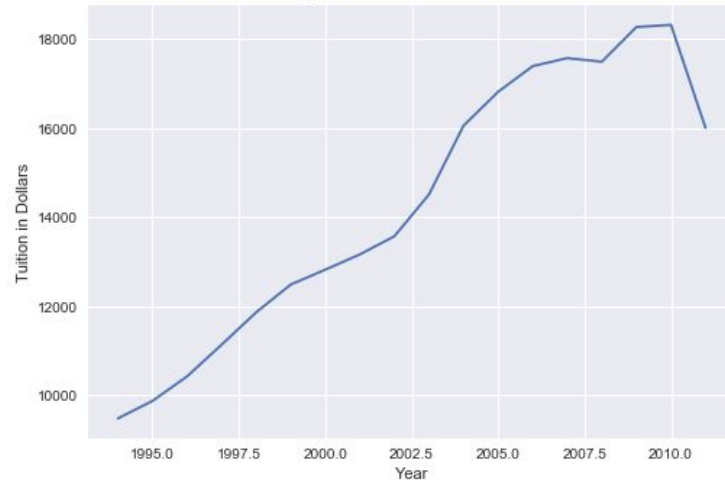
Average Funding Over Time



Average In State Tuition Over Time



Average Out of State Tuition Over Time



Regressions

We ran four regressions:

1. **Initial AA Enrollment** = $\beta_0 + \beta_1 TotalStudents + \beta_2 PartTime + \beta_3 FullTime + \beta_4 RealTuitionFees_IS + \beta_5 RealTuitionFees_OS + \beta_6 RealFunding + e$
2. **Four Year AA Grad Rate** = $\beta_0 + \beta_1 TotalStudents + \beta_2 PartTime + \beta_3 FullTime + \beta_4 RealTuitionFees_IS + \beta_5 RealTuitionFees_OS + \beta_6 RealFunding + e$
3. **Initial White Enrollment** = $\beta_0 + \beta_1 TotalStudents + \beta_2 PartTime + \beta_3 FullTime + \beta_4 RealTuitionFees_IS + \beta_5 RealTuitionFees_OS + \beta_6 RealFunding + e$
4. **Four Year White Grad Rate** = $\beta_0 + \beta_1 TotalStudents + \beta_2 PartTime + \beta_3 FullTime + \beta_4 RealTuitionFees_IS + \beta_5 RealTuitionFees_OS + \beta_6 RealFunding + e$

Results

- **Initial African American Enrollment**
 - Significant variables: % part time, % full time, out of state tuition, funding
 - Insignificant variables: in state tuition
- **Initial White Enrollment**
 - Significant variable: % full time
 - Insignificant variables: % part time, in state tuition, out of state tuition, funding
- **African American Graduation Rate - Four Year**
 - Significant variables: % part time, in state tuition
 - Insignificant variables: % full time, out of state tuition, funding
- **White Graduation Rate - Four Year**
 - Significant variables: % part time, % full time, in state tuition
 - Insignificant variables: out of state tuition, funding

Conclusion

- There is no relationship between the amount of funding received by a public Maryland university and initial African American enrollment or African American graduation rates
- Insignificant p-values in the regressions on white and African American four-year graduation rates and initial enrollment for white students
- Significant p-value in the regression for initial enrollment for African Americans with small negative coefficient
- Indicates significant negative relationship between funding and African American Enrollment
- Matches research by JJ Heckman

Critiques

- Would have liked more variables in order to increase the R-Squared for white enrollment.
- Inconsistent data over time, only had 65 complete observations
- Would like to research trends with income and enrollment rates
- Would have been interesting to run regressions to compare HBCUs and other public universities