

## ECON 431 Literature Review

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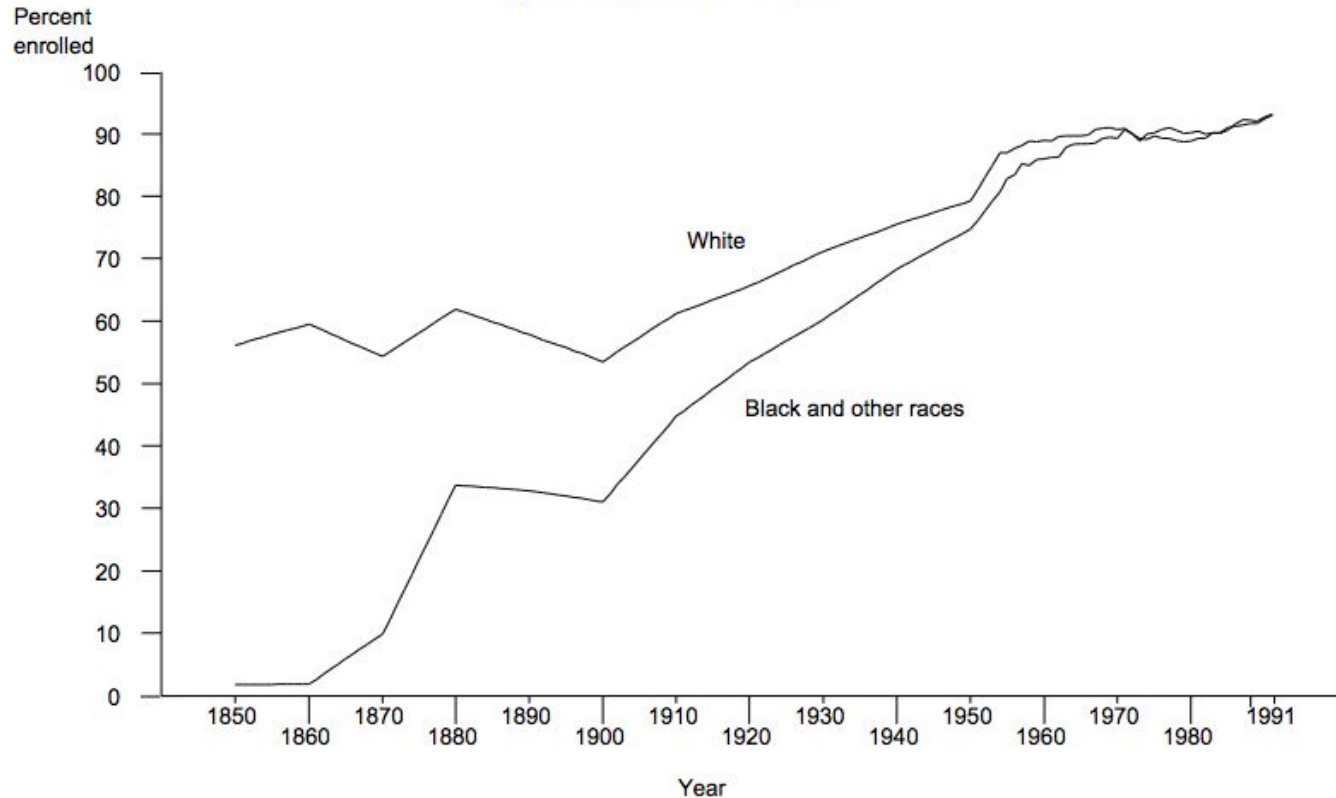
# Analyzation of Minorities within Maryland Higher Education

	1	2	3	4	Score
<b>Organization</b>	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.	
<b>Subject Knowledge</b>	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.	
<b>Comprehension</b>	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.	
<b>Clarity</b>	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.	
<b>Value</b>	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.	
<b>Depth</b>	Shows a surface knowledge only.	Some understanding of subject but little depth.	Certain areas show depth of thought.	Shows depth of thought.	
<b>Quality of Material</b>	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.	
<b>Mechanics</b>	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 student bodies of  
Maryland Higher Education  
Institutions with a focus on minority  
representation over time.**

**Figure 1.-- Percent of 5- to 19-year-olds enrolled in school,  
by race: 1850 to 1991**

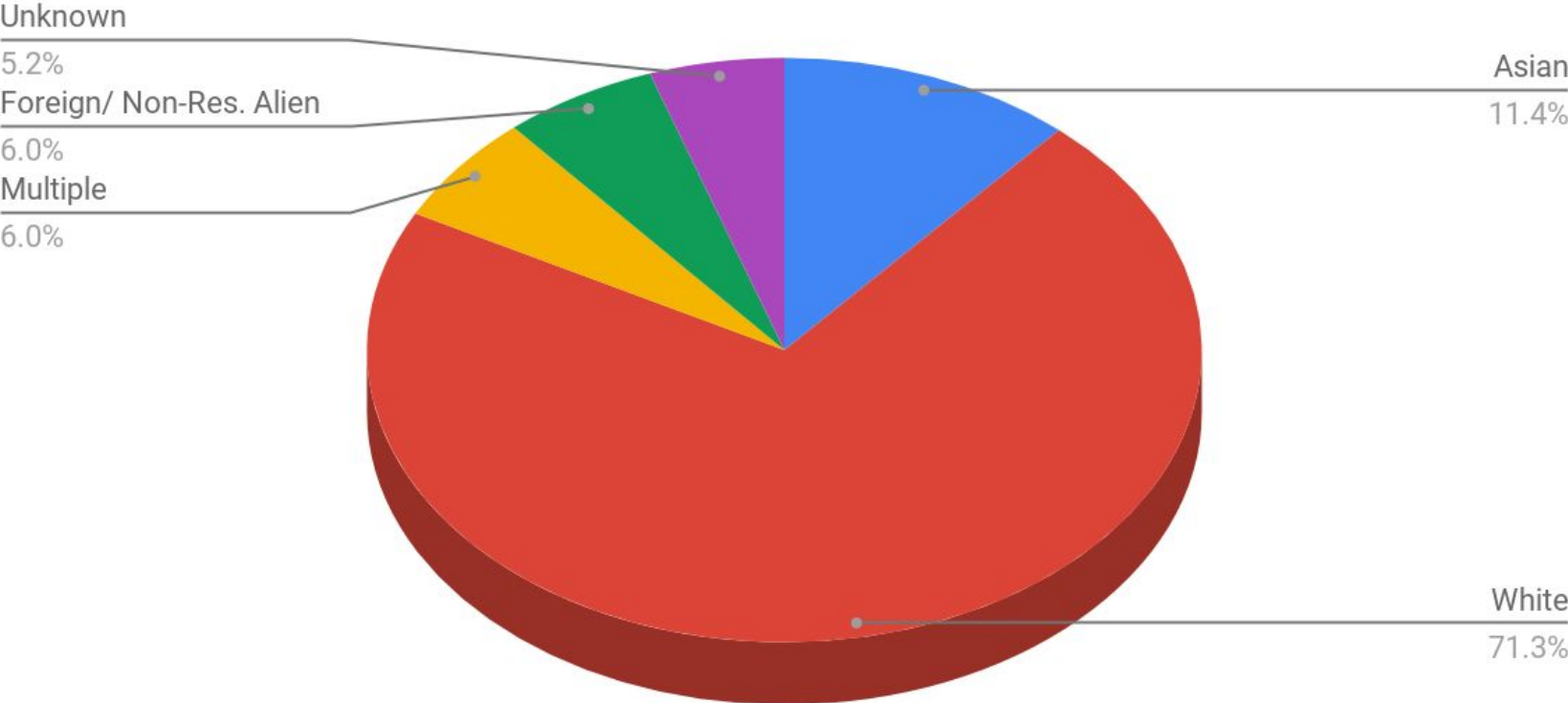


SOURCE: U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970*; and Current Population Reports, Series P-20, *School Enrollment - Social and Economic Characteristics of Students*, various issues.

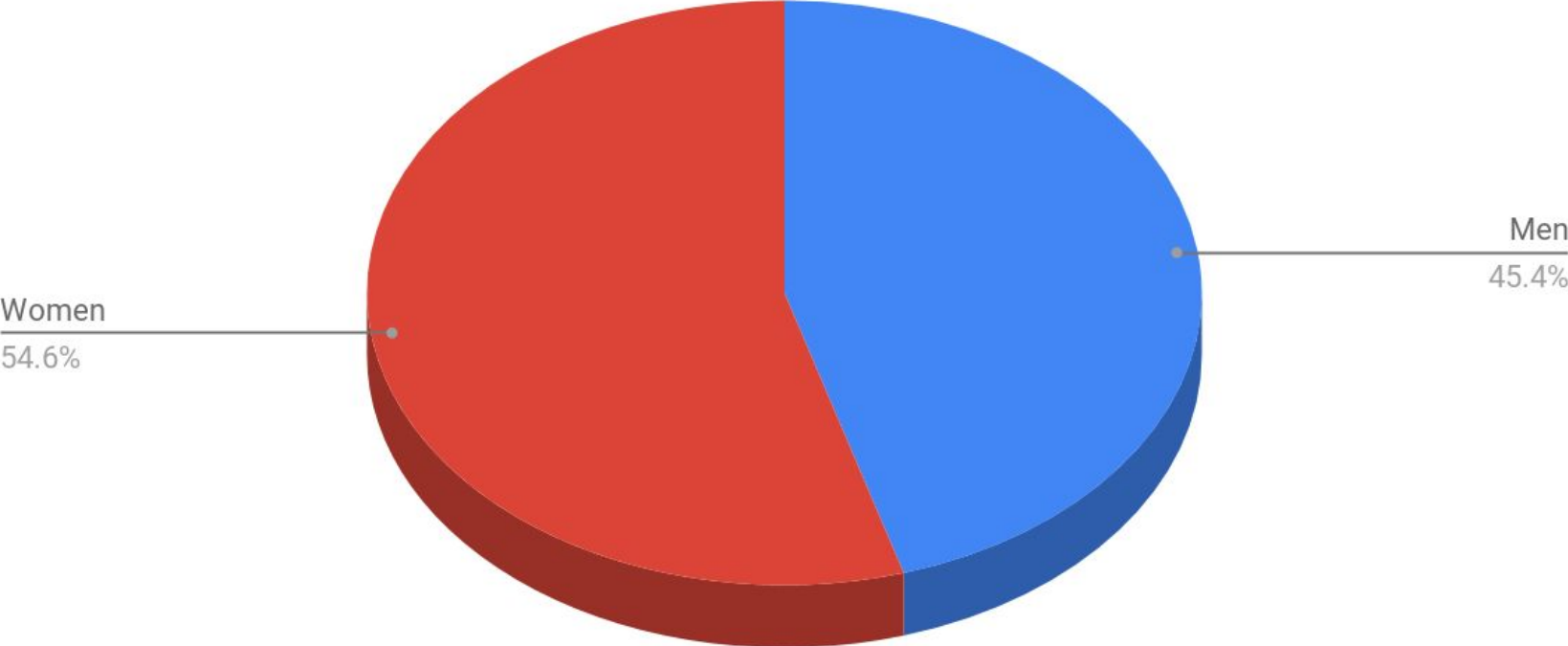
# Enrollment by Race and Gender, Undergraduate, Statewide Totals, Full and Part Time

<u>Category</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
<b>Asian</b>	16,839	17,513	18,427	18,115	18,244	18,296	18,592	19,345	19,699	20,661
<b>White</b>	135,834	139,306	144,990	148,224	147,210	144,143	137,443	135,632	131,611	128,873
<b>Multiple</b>	n/a	n/a	n/a	4,633	6,444	7,813	8,940	9,913	10,246	10,915
<b>Foreign/ Non-Res. Alien</b>	6,849	7,592	7,507	8,306	9,162	9,440	8,540	9,414	9,961	10,833
<b>Unknown</b>	17,560	17,461	19,012	12,886	11,065	10,026	9,472	9,440	9,533	9,443
<b>Men</b>	107,934	112,771	120,337	126,154	128,369	127,461	125,757	128,671	129,520	131,561
<b>Women</b>	153,373	157,504	165,778	172,119	173,746	169,344	162,963	163,126	160,518	158,318

# Maryland University Enrollment 2016



# Maryland University Enrollment 2016



# 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%*

# Admissions

- Different standards for admission based on racial and ethnic background
- Affirmative action remains controversial
- Greatest admission gap between whites and African Americans
- Graduation gap generally follows the admission gap



# 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>

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](http://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*.