

# Even More Potential to Serve: Florida's Minority Serving Institutions

WILLIAM CASEY BOLAND

Few states reflect the changing demographic face of the United States more than Florida. The Sunshine State exists as a tropical oasis for the hundreds of thousands of tourists frequenting its beaches and natural environment each year. It is also home to a growing multiplicity of people of varying races and ethnicities speaking dozens of different languages. The shifting demographics are reshaping enrollment in Florida's education system, including its postsecondary institutions. Given the increase in students of color attending the state's colleges and universities, the number of Minority Serving Institutions (MSIs) has also continued to increase.

## METHODOLOGY

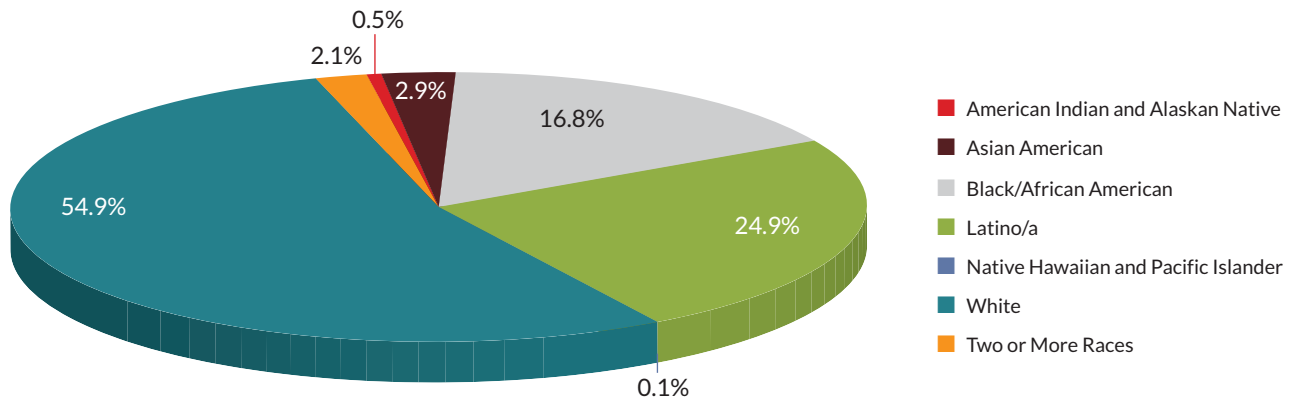
*This report provides a portrait of MSIs in all higher education sectors in Florida. We use longitudinal data to analyze enrollment, financial indicators, student financial aid, and institutional completion measures. Data are derived from U.S. Department of Education's National Center for Education Statistics' (NCES) Integrated Postsecondary Education Data System (IPEDS), National Association of State Student Grant & Aid Programs (NASSGAP), the U.S. Census Bureau, and the Bureau of Labor Statistics. Finance measures included in the study have been adjusted for inflation using the Consumer Price Index in 2016 dollars. Enrollment measures include 12-month enrollment for all race/ethnicity categories available in IPEDS. Financial indicators consist of tuition and fees, state appropriations, government grants and contracts, private gifts, investment, and other revenues. Student financial aid variables include average federal financial aid per student, average state aid per student, average institution aid per student, average loan per student, average federal loan per student, average other loans per student, percentage of students receiving Pell grants, state aid, institution aid, loans, federal loans, other loans, any aid, state need and state merit aid. Student charges include in-state tuition and fees and on-campus total charges. Completion and student success measures include retention rate, graduation rate (150%), doctoral degrees, master's degrees, bachelor's degrees, and certificates. We recognize that outcome measures vary amongst all higher education institutions and are not intended to reward or penalize individual schools. Public and private sector MSIs include four-year, two-year, and less-than-two-year institutions.*

## DEMOGRAPHICS AND CONTEXT

Florida is amongst the most racially and ethnically diverse states in the U.S. Its demographic cosmopolitanism reflects the state's complex historical roots, stemming from its American Indian tribes (including the Seminole and Miccosukee tribes) through European colonists (particularly Spanish), African Americans, as well as many Cuban, Haitian, Puerto Rican, and Central American immigrants. In 2017, Florida's population stood at 20,984,400 according to the U.S. Census Bureau, making it the third most populous U.S. state (U.S. Census Bureau, n.d.). As shown in Figure 1, the largest racial and ethnic categories are 55% White and 25% Latino/a. Representative of broader demographic trends, Florida's Latino/a population has expanded by nearly 25% since 2003 and will continue to grow. The Asian American and Pacific Islander population in Florida has also been steadily rising, comprised primarily of Chinese, Filipino, and Vietnamese immigrants (MacDonald, 2004).

## RESEARCH TEAM

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**Figure 1** FLORIDA POPULATION BY RACE AND ETHNICITY

Source: U.S. Census Bureau (2017)

Similar to other coastal states, Florida's non-native born population has also been increasing. Census data estimates that nearly 1/5 of Florida's population was born outside of the U.S. Nearly 6% of the state's population (675,000) consisted of undocumented immigrants in 2010, making Florida the sixth biggest state in this category (U.S. Census Bureau, n.d.a).

Florida includes a diverse Hispanic population, which is spread throughout the state in areas based on specific nationalities. South Florida includes much of the Cuban and Dominican populations. Colombian, Nicaraguan, and Puerto Ricans are found in various parts of the states, such as the Tampa area. The Hispanic population is also socioeconomically diverse, with an increasingly large upper-income population in south and southwest Florida (U.S. Census Bureau, n.d.b).

Florida's Black population is also spread throughout the state. It consists mostly of African Americans and Caribbean immigrants, especially Haitians. Florida is home to the largest number of Haitian Americans and second largest population of Jamaican Americans of any state in the U.S. They live in such metropolitan regions as Tampa, Miami, and Orlando. Reflecting its increasingly diverse population, nearly 27% of Florida's residents speak a language other than English in the home (U.S. Census Bureau, n.d.c).

## WORKFORCE & DEGREE ATTAINMENT

While Florida is well known in the U.S. for its tourism industry, the state boasts many economic pillars. These include trade, financial services, manufacturing, construction, and biomedical and life sciences. Florida is home to the fourth largest economies in the U.S., with a Gross Domestic Product (GDP) of \$926 billion in 2016. Florida's labor force was 9,491,704 in 2017 (Bureau of Labor Statistics, n.d.). Its unemployment rate in 2017 was 5%. It is projected that 65% of future jobs in Florida will require some form of post-high school credential (Institute for Research in Higher Education, 2016). Degree attainment in Florida is near the national average in categories such as the working age population (25 to 64 year-olds) with at minimum an associate's degree (39%). This level differs when disaggregated by race and ethnicity, with 58% of Asian American and Pacific Islanders having obtained an associate's degree or higher, 43% of White state residents, Latino/as with 33%, and 27% of Blacks (Institute for Research in Higher Education, 2016).

## FLORIDA HIGHER EDUCATION SYSTEMS

Florida's postsecondary education includes the State University System (12 universities), the Florida College System (28 two and four-year institutions), private colleges and universities (29 institutions), and trade and technical schools (35 institutions) for a total of 228 colleges and universities (U.S. Department of Education, n.d.a). This includes 43 public, 77 private not-for-profit, and 108 for-profit institutions. Based on several of its institutions awarding bachelor's degrees, the Florida Legislature renamed the Florida Community College system the Florida College System (FCS) in 2009 (Florida College System, 2017). Most FCS institutions now offer four-year degrees. Similar to the community college systems in many states, FCS serves as the most common access avenue to higher education in the state (Florida Higher Education Coordinating Council, 2017). About 65% of FCS enrollment is comprised of recent high school graduates (Florida College System, 2017). In the 2015-2016 academic year, the majority of FCS students attended part-time (62%) (U.S. Department of Education, n.d.a). Like other systems of community colleges across the country, FCS fulfills a variety of missions. These include workforce training, community service, and transfer to the State University System (SUS). Through 2+2 articulation agreements, FCS and the SUS have numerous partnerships to enable transfer between institutions in both systems (Florida Higher Education Coordinating Council, 2017). Due to such synchronicity between FCS and SUS, Florida routinely appears in the top of *U.S. News & World Report* higher education rankings. This includes the Best State for Higher Education, graduation rate, and low student debt. This stems in large part from Florida having amongst the lowest tuition and fees in the U.S.

## MSI SPOTLIGHT

## Bethune-Cookman University

Daytona Beach, FL

PRIVATE FOUR-YEAR

**Carnegie Classification:** Baccalaureate Colleges: Arts & Sciences Focus

**2016-2017 Enrollment:** 3,934

**Published Tuition and Fees, in-state (undergraduate):** \$14,410

**Total Cost- Off-campus, in-state (undergraduate, with family):** \$20,260

**Percentage of students receiving any financial aid:** 97%

**Racial/Ethnicity Composition:** Black: 78%, Race Unknown: 13%, Latino/a: 3%, White: 2%, Non-resident Alien: 2%, Two or More Races: 2%, American Indian and Native Alaskan: 0%, Native Hawaiian and Pacific Islander: 0%

**Graduation:** 50% (6-year)

**Retention:** 63% (full-time)

**Core Revenues: Tuition & Fees:** 70%, Government Grants & Contracts: 19%, Private Gifts: 11%, Other Revenues: 3%, Investments: -3%

*Bethune-Cookman University was founded by Mary McLeod Bethune in 1904, as Daytona Educational and Industrial Training School, to educate Black students. In the more than a century since (and after merging with Cookman Institute of Jacksonville, Florida), the school has grown into a university awarding graduate-level degrees. According to U.S. News & World Report, Bethune-Cookman University is a Tier 2 National Liberal Arts College.*



## FLORIDA'S MINORITY SERVING INSTITUTIONS (MSIs)

*MSIs account for approximately 25% of FCS, 25% of SUS, and 29% of private not-for-profit colleges and universities.*

Florida's MSIs reflect the evolving demographics of the state. Most Florida MSIs are Hispanic Serving Institutions (HSIs). Florida is also the home of four Historically Black Colleges and Universities (HBCUs). As shown in Figure 2, MSIs are dispersed throughout the state with the majority of HSIs located in south

Florida and most of Florida HBCUs located in the northern part of the state. Considering the demographic trajectory of Florida, the number of MSIs will continue to rise. Of the state's higher education sectors, MSIs account for approximately 25% of FCS, 25% of SUS, and 29% of private not-for-profit colleges and universities. Based on the Office of Postsecondary Education, 27 institutions received HSI grants for a total of 32 institutions being categorized as MSIs. This includes parent institutions and not branch campuses. For example, Miami-Dade Colleges—part of FCS—consists of 9 branch campuses, all of those that were eligible applied for separate HSI grants.

## FLORIDA MSI CHARACTERISTICS

### ENROLLMENT

Similar to trends for all of Florida higher education, enrollment in MSIs have somewhat declined, dipping from 501,206 in 2010 to 482,869 in 2016 (based on 12-month enrollment). Figure 3 shows how enrollment varied based on race and ethnicity. Despite notable declines in the enrollment of such categories as Black/African American (-10%) and particularly White (-21%) student populations, Latino/a students increased by 10% between 2010 and 2016. The increase in non-resident alien students was substantial and reflects the large immigrant population in Florida, with a 55% rise between 2010 and 2016.

MSI SPOTLIGHT

## Edward Waters College

Jacksonville, FL  
PRIVATE FOUR-YEAR

**Carnegie Classification:** Baccalaureate Colleges: Diverse Fields

**2016-2017 Enrollment:** 3,062

**Published Tuition and Fees, in-state (undergraduate):** \$13,525

**Total Cost- On-campus:** \$25,083

**Percentage of students receiving any financial aid:** 98%

**Racial/Ethnicity Composition:** Black: 57%, White: 22%, Latino/a: 7%, Two or More Races: 6%, Race Unknown: 4%, Asian: 3%, American Indian and Native Alaskan: 0%, Native Hawaiian and Pacific Islander: 0%

**Graduation:** 20% (6-year)

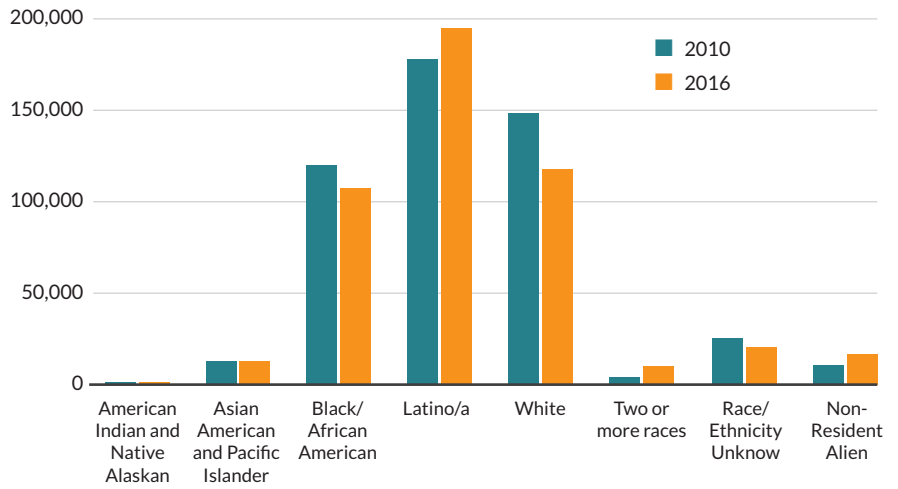
**Retention:** 57% (full-time)

**Core Revenues:** Tuition & Fees: 53%, Governments Grants & Contracts: 31%, Private Gifts: 17%

*Founded in 1866, Edward Waters College, originally the Brown Theological Institute, is Florida's first HBCU as well as the state's first independent institution of postsecondary education. It is affiliated with the African Methodist Episcopal Church.*



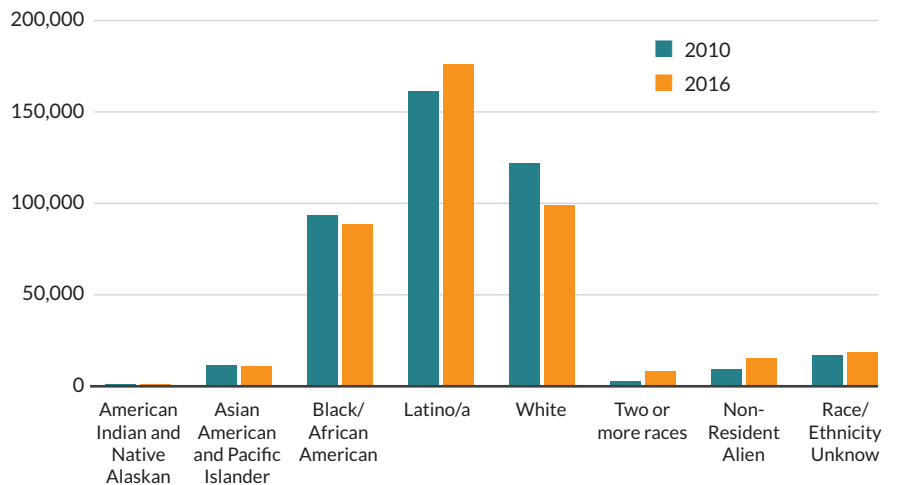
Figure 3 ENROLLMENT IN ALL FLORIDA MSIs



Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, Institutional Characteristics, 12-Month unduplicated headcount by race/ethnicity, 2016-2017

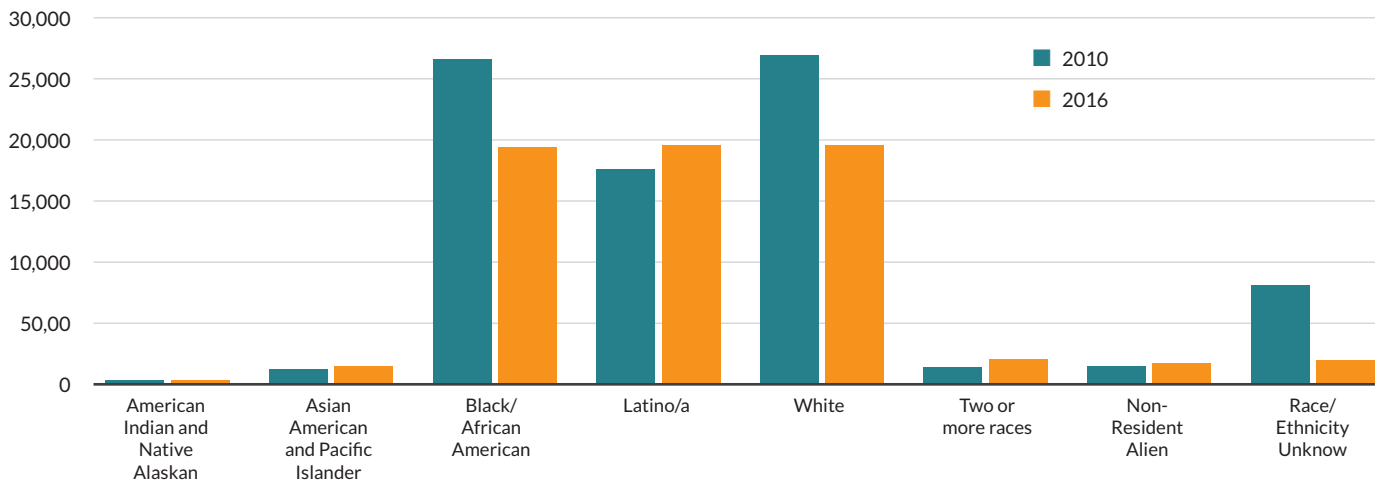
The change in enrollment numbers over time varies somewhat between public and private MSIs. As shown in Figures 4 and 5, the total enrollment decline was similar in public and private MSIs (approximately 20%). There were differences based on the change in enrollment when disaggregated by race and ethnicity. The White student population fell in both sectors, though by a steeper amount in private MSIs (27% compared to 19% in public MSIs). Black/African American student enrollment declined by a far larger amount in private MSIs (27%) compared to public MSIs (6%). Latino/a student enrollment increased by approximately 10% in both sectors, with the increase in non-resident alien students amongst the largest increases (61% in public MSIs and 16% in private MSIs).

Figure 4 FLORIDA PUBLIC TWO AND FOUR-YEAR MSI ENROLLMENT



Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, Institutional Characteristics, 12-Month unduplicated headcount by race/ethnicity, 2016-2017

**Figure 5** FLORIDA PRIVATE TWO AND FOUR-YEAR MSI ENROLLMENT

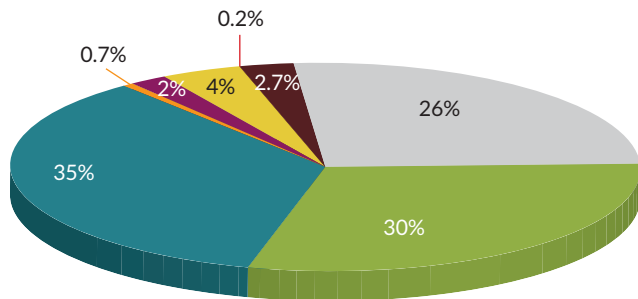


Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, Institutional Characteristics, 12-Month unduplicated headcount by race/ethnicity, 2016-2017

**RACIAL AND ETHNIC COMPOSITION OF ENROLLMENT**

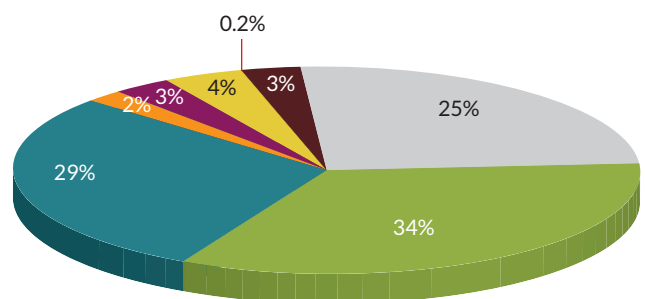
Figures 6 to 9 display the racial and ethnic composition of enrollment in Florida MSIs by sector and year. In all sectors and year, Latino/a and White students comprised the majority of all student enrollment. The Latino/a student population increased slightly as a proportion of all public sector enrollment between 2010 and 2016, rising from 30% to 34%. Enrollment of White students in public sector MSIs fell from 35% to 29% during that time. There was a larger proportion of Latino/a students enrolled in private non-profit MSIs compared to White students. Latino/a students increased from 37% to 40% of all enrollment, while White students decreased from 21% to 20% between 2010 and 2016.

**Figure 6** COMPOSITION OF RACE AND ETHNICITY ENROLLMENT IN FLORIDA PUBLIC TWO AND FOUR-YEAR MSIs, 2010



Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, Institutional Characteristics, 12-Month unduplicated headcount by race/ethnicity, 2016-2017

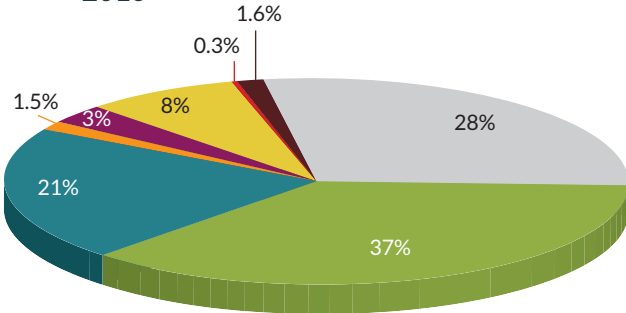
**Figure 7** COMPOSITION OF RACE AND ETHNICITY ENROLLMENT IN FLORIDA PUBLIC TWO AND FOUR-YEAR MSIs, 2016



Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, Institutional Characteristics, 12-Month unduplicated headcount by race/ethnicity, 2016-2017

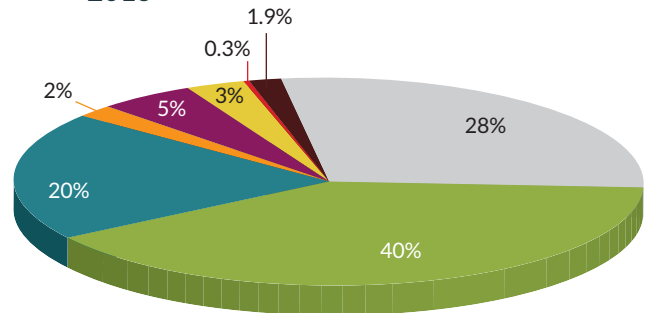
- American Indian and Alaskan Native
- Asian American and Pacific Islander
- Black/African American
- Latino/a
- White
- Two or More Races
- Non-resident alien
- Race/Ethnicity Unknown

**Figure 8** COMPOSITION OF RACE AND ETHNICITY ENROLLMENT IN FLORIDA PRIVATE TWO AND FOUR-YEAR MSIs, 2010



Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, Institutional Characteristics, 12-Month unduplicated headcount by race/ethnicity, 2016-2017

**Figure 9** COMPOSITION OF RACE AND ETHNICITY ENROLLMENT IN FLORIDA PRIVATE TWO AND FOUR-YEAR MSIs, 2016



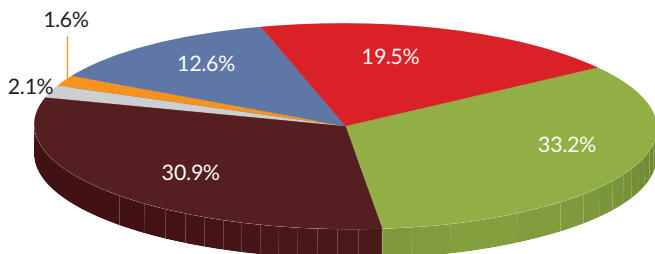
Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, Institutional Characteristics, 12-Month unduplicated headcount by race/ethnicity, 2016-2017

- American Indian and Alaskan Native
- Asian American and Pacific Islander
- Black/African American
- Latino/a
- White
- Two or More Races
- Non-resident alien
- Race/Ethnicity Unknown

**CORE REVENUES**

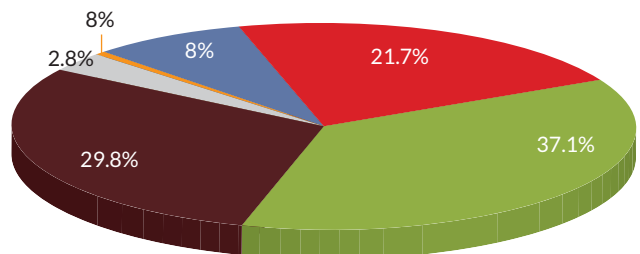
Florida public institutions receive less state funding on average compared to the national average (\$6,456 per FTE compared to \$7,642 per FTE) (State Higher Education Executive Officers Association, 2017). Unlike many states, Florida increased appropriations to public institutions between 2010 and 2016. In public MSIs, state funding rose from 33% to 37% as a proportion of institutional revenue. Given lower tuition and fees compared to the national average, the average proportion of tuition and fees as a proportion of core revenues in public MSIs was also lower. This percentage increased approximately 20% to 22% between 2010 and 2016. Figures 10 and 11 display the portions of core revenues between 2010 and 2016. According to the State Higher Education Executive Officers Association (SHEEO), net tuition as a percentage of all education revenue is below the national average in Florida (46.4%).

**Figure 10** CORE REVENUES IN PUBLIC TWO AND FOUR-YEAR MSIs, 2010



Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, core revenues by source

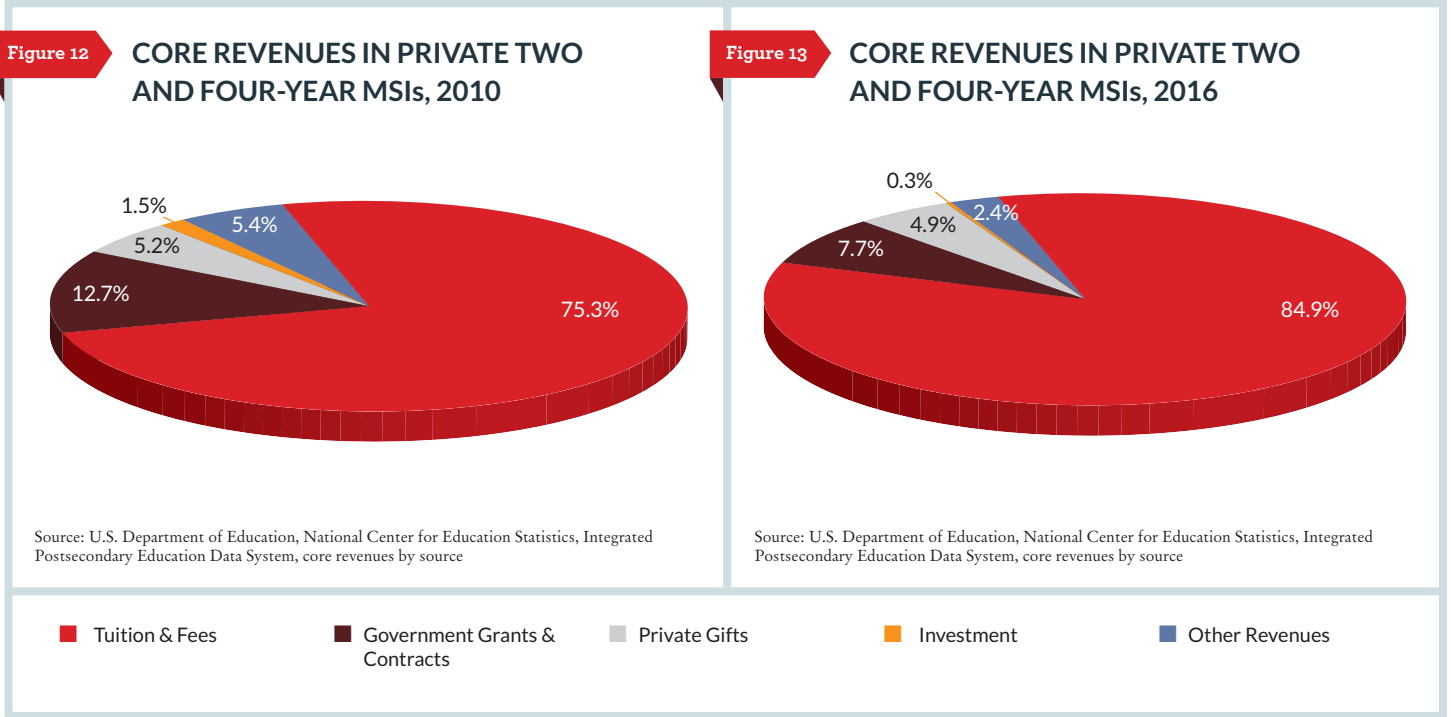
**Figure 11** CORE REVENUES IN PUBLIC TWO AND FOUR-YEAR MSIs, 2016



Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, core revenues by source

- Tuition & Fees
- State Appropriations
- Government Grants & Contracts
- Private Gifts
- Investment
- Other Revenues

Figures 12 and 13 include the core revenues in private non-profit MSIs in Florida. Typical of private institutions, tuition and fees comprised the largest category of core revenues. Tuition and fees increased from about 75% in 2010 to 85% in 2016. All other categories declined somewhat as private institutions focused heavily on student charges as their primary source of revenue.



**RETENTION**

The retention rate—the rate by which students continue from their first to second year of postsecondary education—was higher in Florida public MSIs. In public MSIs, the retention rate increased from 72% in 2010 to approximately 78% in 2016. The retention rate was lower in private MSIs, but still increased from about 60% in 2010 to 62% in 2016.

**GRADUATION**

The overall graduation rate increased for both public and private MSIs between 2010 and 2016. The increase was larger in public MSIs, rising from approximately 35% to 40%. In private MSIs, the graduation rate rose slightly from about 39% to 41%. Figures 14 and 15 display graduation rates disaggregated by race and ethnicity in public and private MSIs between 2010 and 2016. In public MSIs, the graduation rate was highest for the non-resident alien students and the student population categorized as “race/ethnicity unknown.” The graduation rates for all other racial and ethnic student populations increased between 2010 and 2016 in public MSIs. There was more of a mixed outcome based on race and ethnicity in private MSIs. Increases were largest for non-resident alien students and race/ethnicity unknown students. There were substantial declines for White students and those students categorized as having two or more races.

MSI SPOTLIGHT

**Carlos Albizu University**

Miami, FL  
PRIVATE FOUR-YEAR

**Carnegie Classification:** Special Focus Four-Year: Other Health Professions Schools

**2016-2017 Enrollment:** 1,029

**Published Tuition and Fees, in-state (undergraduate):** \$12,384

**Total Cost- Off-campus, in-state (undergraduate, not with family):** \$24,819

**Percentage of students receiving any financial aid:** 100%

**Racial/Ethnicity Composition:**

Latino/a: 68%, Non-resident Alien: 14%, White: 8%, Black: 6%, Race Unknown: 3%, American Indian and Native Alaskan: 0%, Native Hawaiian and Pacific Islander: 0%

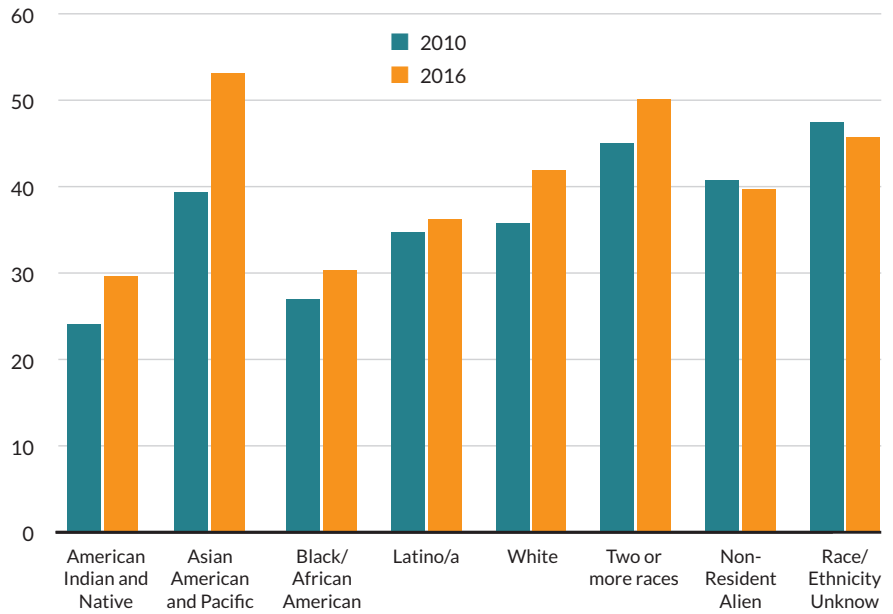
**Graduation:** 50% (6-year)

**Retention:** 60% (full-time), 33% (part-time)

**Core Revenues:** Tuition & Fees: 84%, Other Revenues: 8%, Governments Grants & Contracts: 5%, Private Gifts: 3%

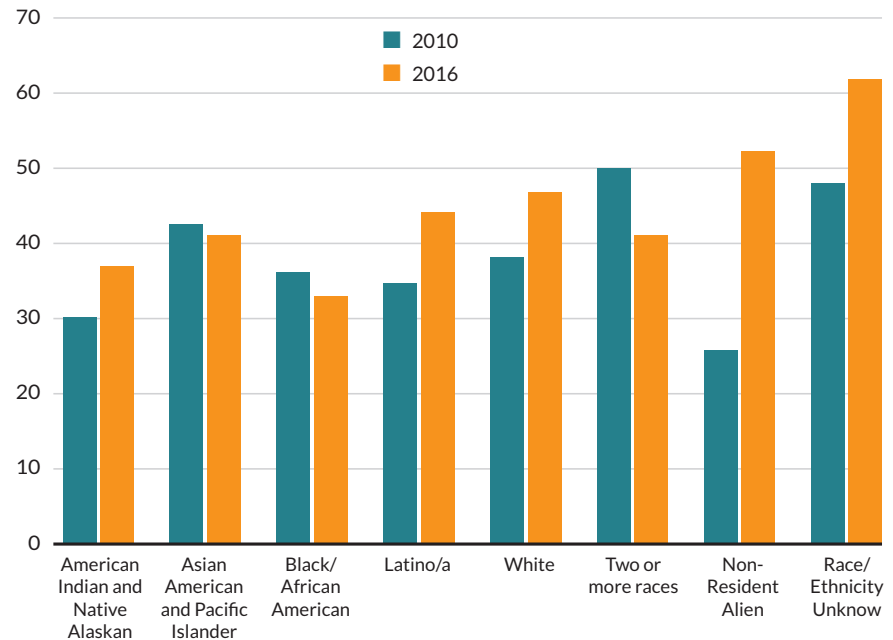
*Carlos Albizu University's (CAU) Miami Campus emphasizes its commitment to social justice in its proposed use of Title V HSI funding to foster student success. Paramount amongst its MSI program is the planned redesign of its curriculum in several areas to focus on hybrid and online course offerings. This would include support and training for faculty through a Faculty Design Lab. Additionally, capacity to serve students would be expanded via student spaces and academic support services. These would consist of Student Learning Commons, Student Support Hub, and Classroom-as-Learn Lab.*

**Figure 14 GRADUATION RATE IN TWO AND FOUR-YEAR PUBLIC MSIs**



Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, graduation rate

**Figure 15 GRADUATION RATE IN TWO AND FOUR-YEAR PRIVATE MSIs**



Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, graduation rate



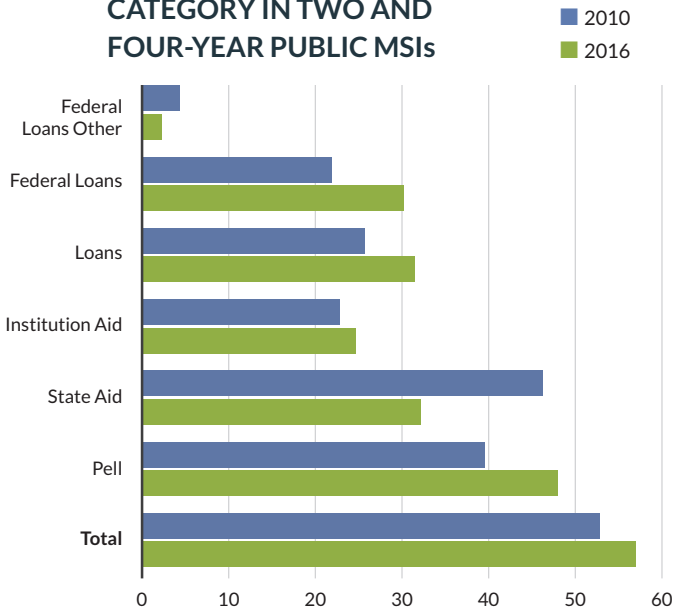


**STUDENT FINANCIAL AID**

Students enrolled in MSIs in all sectors in Florida receive less financial aid compared to the national average (86% of first-time, full-time undergraduate students receive some form of financial aid in the U.S.) (U.S. Department of Education, n.d.b). Figures 16 and 17 display average amounts of proportions of students receiving financial aid in public and private non-profit MSIs in Florida between 2010 and 2016. The percentage of those receiving any form of financial aid in public MSIs increased from 53% of all students to 57% of all students between 2010 and 2016. The percentage receiving Pell grants rose from approximately 40% to 48%. The number of students in public MSIs receiving state financial aid declined sharply between 2010 and 2016, falling by 14 percentage points (46% to 32%). The amount of students receiving any form of loans increased by 15 percentage points (approximately 26% to 30%).

Figure 16

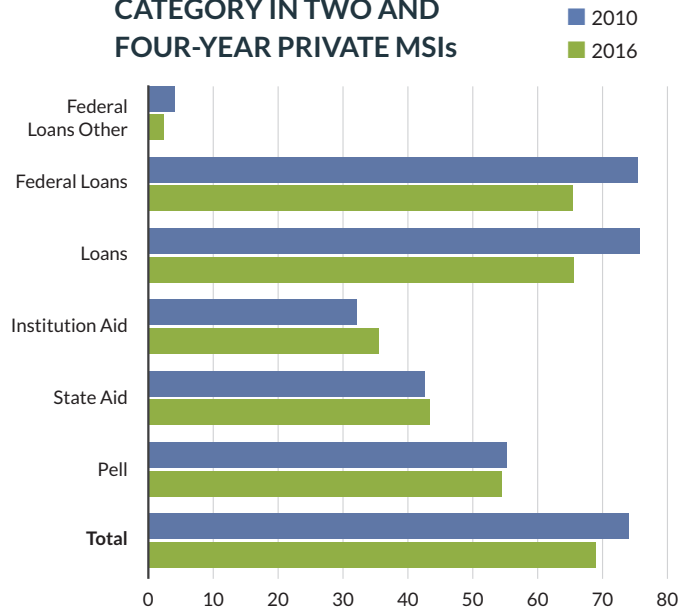
**PERCENTAGE OF STUDENTS RECEIVING FINANCIAL AID BY CATEGORY IN TWO AND FOUR-YEAR PUBLIC MSIs**



Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, student financial aid

Figure 17

**PERCENTAGE OF STUDENTS RECEIVING FINANCIAL AID BY CATEGORY IN TWO AND FOUR-YEAR PRIVATE MSIs**



Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, student financial aid

All financial aid categories were higher in private MSIs. The total number of students receiving some form of aid fell somewhat, from 74% to 69% of students between 2010 and 2016. Changes over time were more moderate in private MSIs when compared to changes in financial aid in public MSIs. While most categories declined slightly, there were modest increases in state financial aid and institutional financial aid.



**STUDENT CHARGES: TUITION & FEES**

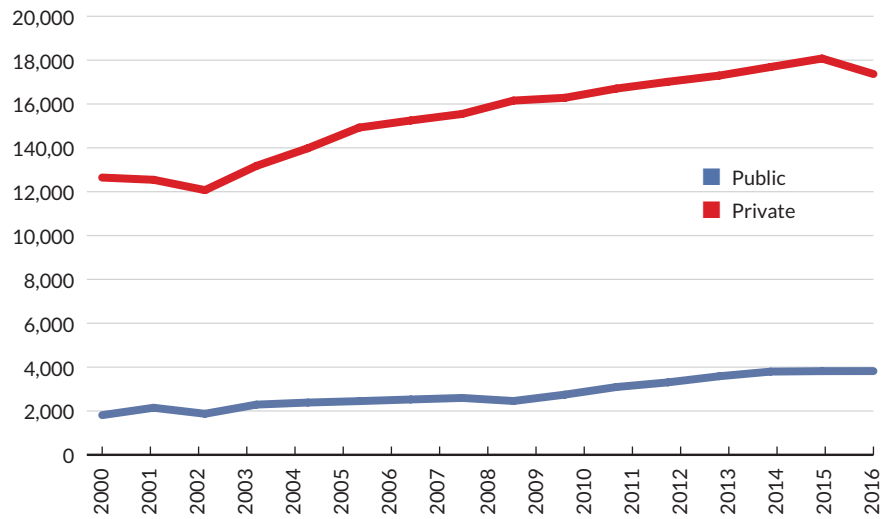
Florida is renowned for its low-cost public colleges and universities. As in similarly priced states, Florida's public and private sectors have been increasing charges over time. Figure 18 shows in-state tuition and fees between 2000 and 2015. In public MSIs, tuition and fees have increased by nearly 200%. Private MSIs increased tuition and fees by 89% between 2000 and 2015.

**COLLEGE COMPLETION**

Florida MSIs awarded a higher number of all completion categories between 2010 and 2016, as seen in Figure 19. This includes a 14% increase in doctoral degrees, a 5% increase in master's degrees, a 31% increase in bachelor's degrees, and a 60% increase in college certificates. The larger public MSIs awarded a higher number of all college credentials. Figures 20 and 21 displays bachelor's degrees, associate's degrees, and certificates for MSIs awarded by sector.

Figure 18

**TUITION & FEES IN TWO AND FOUR-YEAR PUBLIC AND PRIVATE MSIs, 2000-2015**

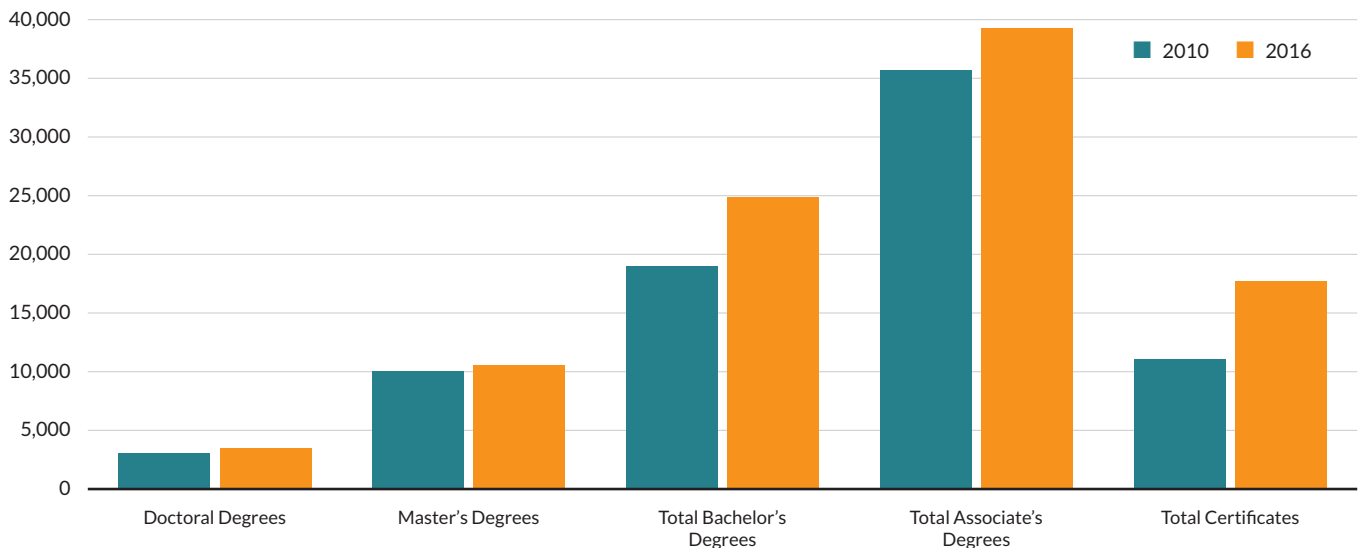


Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, student charges: published in-state tuition and fees

*Florida MSIs awarded a higher number of all completion categories between 2010 and 2016, as seen in Figure 19. This includes a 14% increase in doctoral degrees, a 5% increase in master's degrees, a 31% increase in bachelor's degrees, a 10% increase in associate's degrees, and a 60% increase in college certificates.*

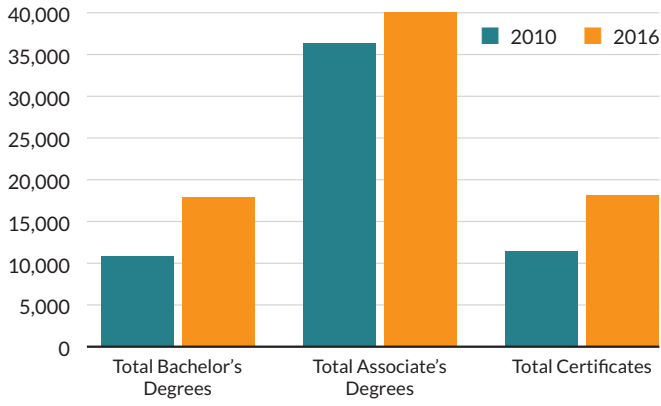
Figure 19

**COLLEGE COMPLETION BY CREDENTIAL IN PUBLIC AND PRIVATE TWO AND FOUR-YEAR MSIs**



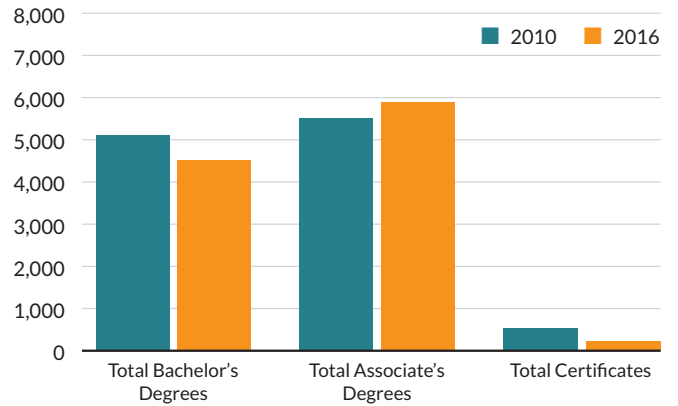
Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, Completion

**Figure 20** ASSOCIATE'S DEGREES, BACHELOR'S DEGREES, AND CERTIFICATES AWARDED IN PUBLIC TWO AND FOUR-YEAR MSIs



Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, Completion

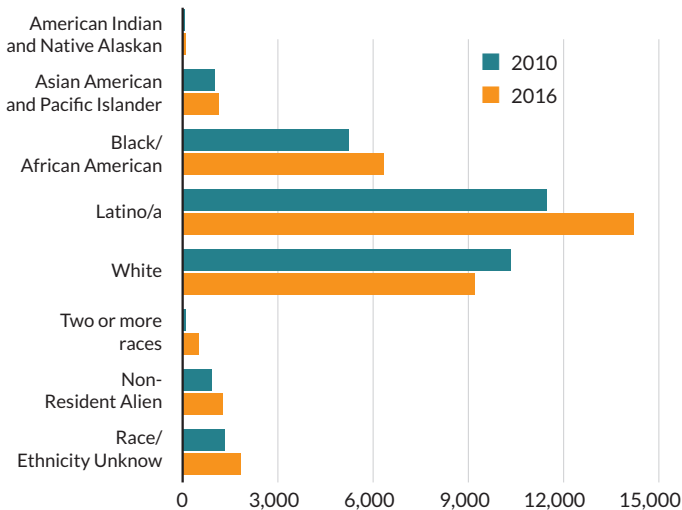
**Figure 21** ASSOCIATE'S DEGREES, BACHELOR'S DEGREES, AND CERTIFICATES AWARDED IN PRIVATE TWO AND FOUR-YEAR MSIs



Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, Completion

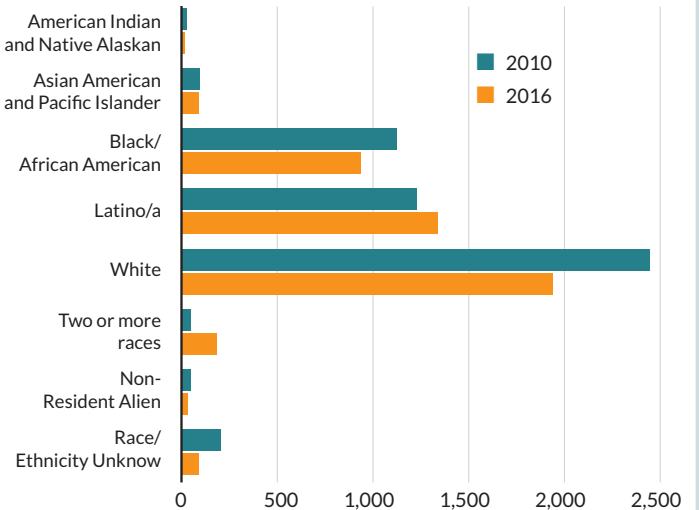
Figures 22, 23, 24, and 25 display bachelor's and associate's degree completion disaggregated by race and ethnicity in public and private non-profit Florida MSIs in 2010 and 2016. Each appeared to reflect the size of each racial or ethnic category in the overall student enrollment. Latino/a students comprised the largest racial and ethnic category completing credentials in public MSIs. In private MSIs, White students were the majority of racial and ethnic categories completing with any college credential.

**Figure 22** ASSOCIATE'S DEGREES AWARDED BY RACE AND ETHNICITY IN TWO AND FOUR-YEAR PUBLIC MSIs



Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, student charges: published in-state tuition and fees

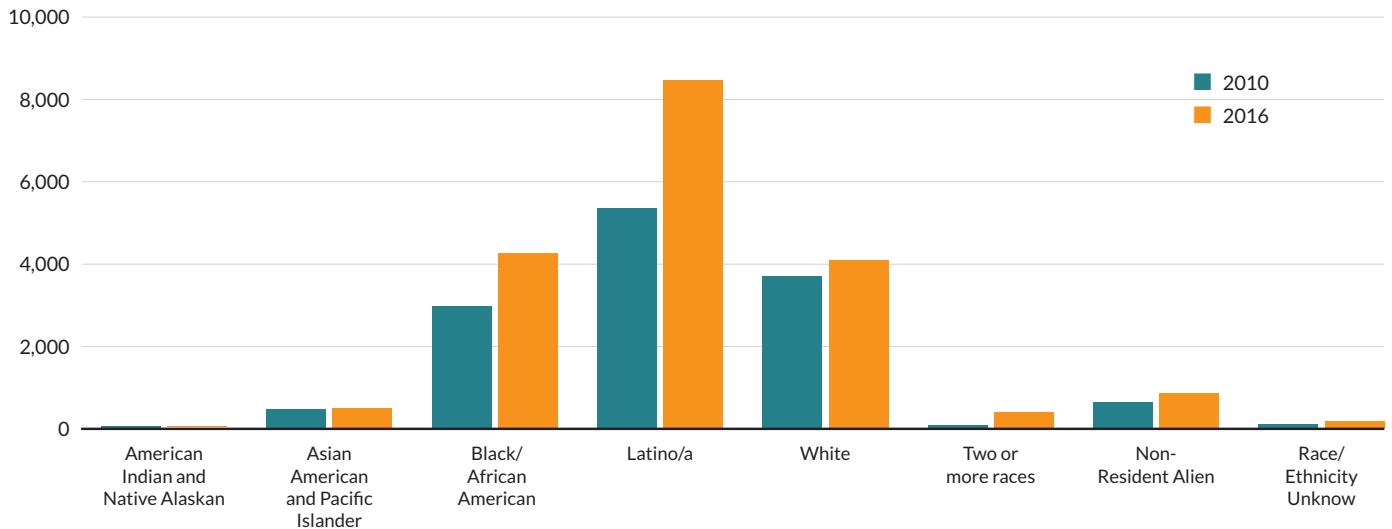
**Figure 23** ASSOCIATE'S DEGREES AWARDED BY RACE AND ETHNICITY IN TWO AND FOUR-YEAR PRIVATE MSIs



Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, Completion

Figure 24

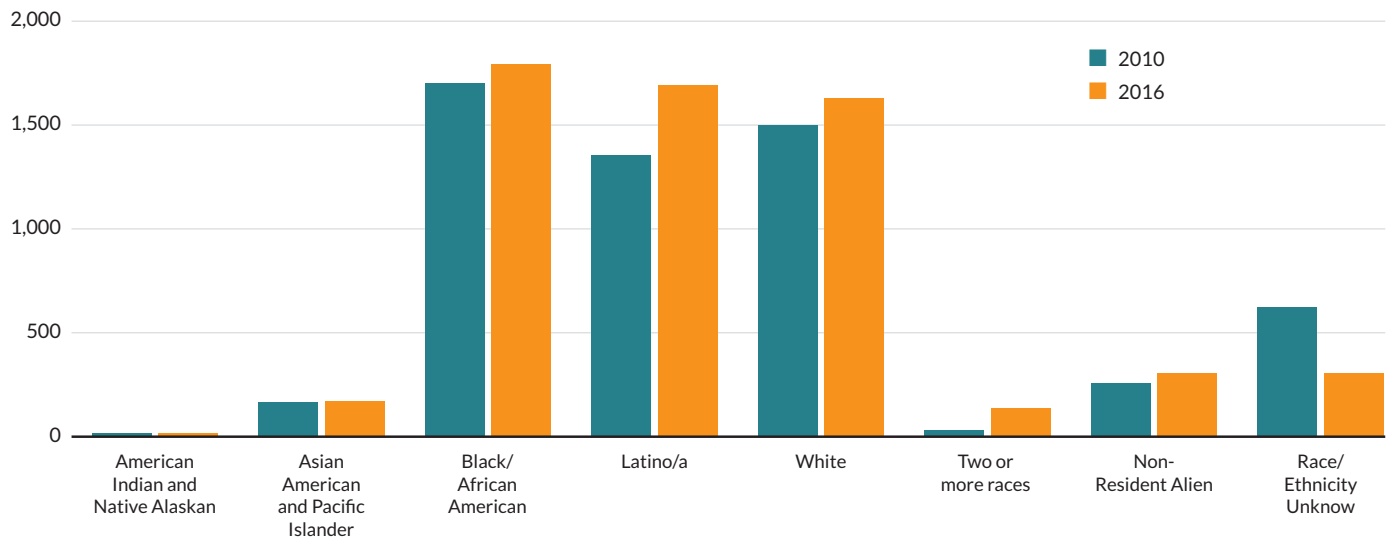
**BACHELOR'S DEGREES AWARDED BY RACE AND ETHNICITY IN TWO AND FOUR-YEAR PUBLIC MSIs**



Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, Completion

Figure 25

**BACHELOR'S DEGREES AWARDED BY RACE AND ETHNICITY IN TWO AND FOUR-YEAR PRIVATE MSIs**



Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, Completion

## MSI SPOTLIGHT

## Florida A&M University

Tallahassee, FL  
PUBLIC FOUR-YEAR

**Carnegie Classification:** Doctoral Universities: Higher Research Activity

**2016-2017 Enrollment:** 9,619

**Published Tuition and Fees, in-state (undergraduate):** \$5,785

**Total Cost- On-campus, in-state:** \$22,420

**Percentage of students receiving any financial aid:** 97%

**Racial/Ethnicity Composition:** Black: 84%, White: 8%, Two or More Races: 2%, Latino/a: 3%, Non-resident Alien: 1%, Asian: 1%, American Indian and Native Alaskan: 0%, Native Hawaiian and Pacific Islander: 0%, Race Unknown: 0%

**Graduation:** 40% (6-year)

**Retention:** 83% (full-time), 11% (part-time)

**Core Revenues:** State Appropriations: 37%, Governments Grants & Contracts: 28%, Tuition & Fees: 17%, Other Revenues: 16%, Private Gifts: 2%

*Florida A&M University is Florida's sole public four-year HBCU and was founded in 1887. Based on enrollment, Florida A&M is the fifth largest public HBCU. U.S. News & World Report (2018) ranked Florida A&M as the #1 public HBCU in the U.S. and #6 among all HBCUs. The National Science Foundation listed the university as the top HBCU for research and development in 2015 (FAMU Forward, 2015).*

## COLLEGE MAJORS

By far, the most popular major in all of Florida's MSIs during the 2016-2017 academic year was liberal arts and sciences/general studies/humanities. Approximately 37% of MSI students obtained a credential in this subject area. The next most popular major was health professions and related programs. Roughly 20% of students in public and private non-profit MSIs were awarded a credential in this subject area. The next most popular majors were in homeland security/law enforcement/firefighting and related protective services (7%), computer and information sciences (5%), and education (5%).

## POLICY CHALLENGES

### PERFORMANCE-BASED FUNDING

Performance-based funding has become a popular approach to state funding for public higher education throughout the U.S. As of 2017, 35 states instituted or are in the process of implementing some form of pay-for-performance in allocations to public colleges and universities (National Conference of State Legislatures, 2015). Most performance funding strategies emphasize college degree completion. Institutions receive a portion of funding contingent on meeting specific targets. In most states with performance funding, 5% to 10% of annual appropriations are distributed through this method (Education Commission of the States, 2015; National Conference of State Legislatures, 2015). As of this time, Ohio and Tennessee appropriate all funding to public higher education based upon institutions producing specific outcomes.

Florida was amongst the first states to experiment with different modes of performance funding during the 1990s (Dougherty & Reddy, 2013). In 2016, the state legislature approved performance funding measures for both FCS and SUS. In the FCS, emphasis is placed on completion rates, retention rates, job placement, and entry-level wages of FCS graduates. A point system is used to determine state funding along with color levels: purple, bronze, silver, and gold (Florida College System, 2018a). Institutions earn points (for a maximum of 40) through several improvement or "Excellence" benchmarks by comparing current year data to prior year data, system data, or comparisons from the institution's local service area (Florida College System, 2018b). \$60 million of General Revenue was allocated for performance funding in 2017-2018. Of this total, \$30 million was directed towards additional funding for FCS and \$30 million was contingent on institutions meeting performance metrics (Florida College System, 2017).

In the SUS, performance funding is based on institutions achieving success on 10 measures. The Board of Governors and the university board of trustees each select one measure. Seven metrics apply to all SUS universities. The measure of graduate degrees relating to areas of strategic emphasis applies to all but one SUS institution. Performance funding measures shared amongst all SUS institutions include bachelor's degree graduation rate, bachelor's degrees awarded in areas of strategic emphasis, median wages of bachelor's graduates, university access rate (the percentage of students receiving Pell grants), average net cost per student, graduate degrees awarded in areas of strategic emphasis, and academic progress rate. The Board Choice Metric focuses on universities increasing the number of degrees awarded with no excessive credit hours. The Board of Trustees Choice Metric varies with specific institutional missions and were not previously selected by the institutions (Florida University System, 2018).

While more recent forms of performance funding remain less explored by researchers, most evidence-based research studies have found little or no impact on the intended outcomes after the adoption of performance funding. Some have suggested a negative impact on institutions enrolling a higher number of students of color and low-income students (Boland, 2016; Jones, 2015; Rutherford & Rabovsky, 2014). Qualitative studies indicate a sense of antagonism on the part of MSIs towards performance funding measures (Boland, 2016; Jones, 2015). These studies suggest that institutions such as HBCUs feel their commitment to students who face greater financial need and/or are academically less-prepared is jeopardized by performance funding measures. This finding was shared amongst administrators in non-MSIs in many states (Jenkins & Shulock, 2013).

MSI SPOTLIGHT

## Florida Atlantic University

Boca Raton, FL

SUS: PUBLIC FOUR-YEAR

**Carnegie Classification:** Doctoral Universities: Higher Research Activity

**2016-2017 Enrollment (all students):** 30,541

**Published Tuition and Fees, in-state (undergraduate):** \$4,831

**Total Cost- On-campus, in-state (undergraduate):** \$22,645

**Percentage of students receiving any financial aid:** 77%

**Racial/Ethnicity Composition:** White: 44%, Latino/a: 25%, Black: 19%, Asian: 4%, Two or More Races: 4%, Non-resident Alien: 4%, Unknown: 1%, American Indian and Native Alaskan: 0%, Native Hawaiian and Pacific Islander: 0%

**Graduation:** 46% (6-year)

**Retention:** 77% (full-time), 62% (part-time)

**Core Revenues:** Tuition & Fees: 33%, State Appropriations: 37%, Governments Grants & Contracts: 20%, Other Revenues: 6%, Private Gifts: 2%, Investments: 1%

*Florida Atlantic University (FAU) recently applied for and received a federal Title III, Part F grant to become an HSI. Such federal MSI grants are focused on strengthening STEM outcomes in participating colleges and universities. The \$4.4 million grant fosters articulation between FAU, Broward College, and Palm Beach State College (all HSIs). The funding will be directed towards improving academics and institutional management to increase the number of Latino/a graduates pursuing employment in computer science, computer engineering, and electrical engineering. The HSI program will incorporate Florida's Computer Accelerated Pipeline to Unlock Regional Excellence (CAPTURE) initiative. Specifically, this program focuses on the gateway classes such as algebra, calculus, Programming in C, Foundations of Computer Science, and Introduction to Logic Design to emphasize student success through academic support services.*

### AFFORDABILITY

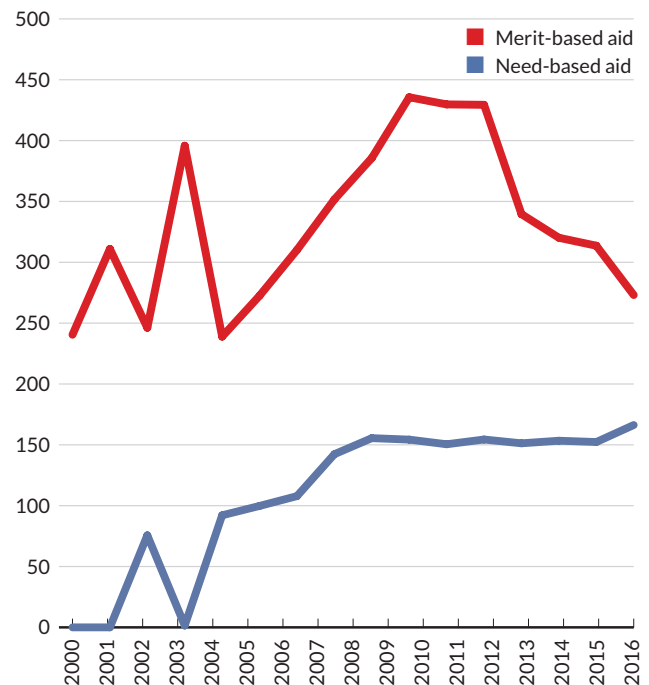
Despite a long-standing reputation for a commitment to affordable higher education, there are signs that the emphasis on affordability is waning. While performance funding requires public institutions to maintain lower tuition and fees, these student charges have increased substantially. Not captured by looking only at tuition and required fees is the total cost of enrolling in public and private colleges and universities. For example, FAU's published tuition and fees for the 2016-2017 academic year were \$4,831. According to IPEDS, the school's total cost for undergraduate in-state students living on-campus was \$22,645.

Another component to affordability is the availability of financial aid. Florida's state financial aid leans heavily on merit-based aid compared to need-based aid. Florida is amongst nearly a dozen states that award less than 50% of need-based financial aid. All told, these states include nearly 20% of all U.S. MSIs. This includes Arkansas, Georgia, Kentucky, Louisiana, New Mexico, Nevada, South Carolina, South Dakota, Tennessee, and West Virginia.

As shown in Figure 26, Florida once invested nearly three times as much funding into merit-based financial aid in comparison to need-based aid. The gap between the two financial aid categories has narrowed over time, as the state distributes less money each year towards merit aid and nominally more into need-based aid. State financial aid has not increased significantly since 2000, while tuition and fees have nearly tripled in public colleges and universities and almost doubled in private colleges and universities.

Figure 26

### FLORIDA STATE FINANCIAL AID, NEED AND MERIT-BASED, IN MILLIONS OF DOLLARS



Source: National Association of State Student Grant & Aid Programs (NASSGAP)

## MSI SPOTLIGHT

## Florida Memorial University

Miami Gardens, FL

PRIVATE FOUR-YEAR

**Carnegie Classification:** Degree-granting, primarily baccalaureate or above

**2016-2017 Enrollment:** 1,339

**Published Tuition and Fees, in-state (undergraduate):** \$15,536

**Total Cost- Off-campus, in-state (undergraduate, not with family):** \$32,636

**Percentage of students receiving any financial aid:** 95%

**Racial/Ethnicity Composition:** Black: 72%, Non-resident Alien: 11%, Race Unknown: 8%, Latino/a: 7%, White: 1%, Two or More Races: 1%, American Indian and Native Alaskan: 0%, Native Hawaiian and Pacific Islander: 0%

**Graduation:** 38% (6-year)

**Retention:** 60% (full-time), 67% (part-time)

**Core Revenues:** Tuition & Fees: 59%, Governments Grants & Contracts: 25%, Other Revenues: 15%, Private Gifts: 1%

*Florida Memorial University was founded by the American Baptist Home Mission Society as Florida Baptist Institute in 1879. U.S. News & World Report (2018) regularly includes Florida Memorial University in several of its annual rankings. In 2018, this includes categories such as Best College for Veterans (#9), Best Value Schools (#13), and Regional Colleges South (#21).*

State lawmakers might assume that college students can rely on Pell grants to help subsidize enrollment in higher education. As shown in this report, students in Florida's MSIs depend on Pell grants. While the Pell grant is the financial aid workhorse for low-income students, it has not kept pace with increasing costs of college or falling family median income (Dynarski & Scott-Clayton, 2013). According to the Congressional Budget Office (2013), Pell's purchasing power fell by 67% between 1979 and 2012.

Recent research has found that merit-based aid might not be as beneficial to students of color and low-income students. The Georgia Budget & Policy Institute (2016) determined that Georgia's HOPE Scholarship – a pioneering approach to state merit-based aid – was awarded to approximately a third of Georgia college students. Of this number, 30% were low-income students, 20% were Black, 36% Hispanic, 46% Asian, and 45% White.

The Institute for Research of Higher Education (IRHE) (2016) at the University of Pennsylvania found that for families earning below \$30,000 per year, 42% of their family income was needed to afford enrolling in Florida public, non-doctoral four-year colleges. They also found that Florida allocated \$300 less than the U.S. average in need-based aid per student. IRHE (2016) argued, "This is likely a contributing factor to the persistence of racial and ethnic disparities in college attainment" (1).

### DEFERRED ACTION FOR CHILDHOOD ARRIVALS (DACA)

A challenge facing MSIs and all of higher education in Florida is DACA. DACA provided temporary renewable legal status to children of immigrants prior to age 16 (U.S. Citizenship & Immigration Services, 2017). Donald Trump rescinded DACA in 2017, though a federal court order stipulated that DACA cases be re-opened. Trump has since vacillated on the future of DACA. President Obama created DACA through executive order in 2012. It has since created much controversy and faced stiff resistance from most Republican lawmakers, including those in Florida. The limited empirical research conducted on the impact of DACA revealed that there have been approximately 700,000 DACA recipients (Gonzales, 2015; Svajlenka, Jawetz, & Bautista-Chavez, 2017). About 53% are women and the average age of a DACA recipient is 23. DACA recipients throughout the U.S. tend to be Mexican (Svajlenka, Jawetz, & Bautista-Chavez, 2017).

Florida is estimated to have more than 32,000 DACA recipients, far less than the predominant DACA states California and Texas (also the two states with the most MSIs, especially HSI) (Garvin & Daugherty, 2018).

Svajlenka, Jawetz, & Bautista-Chavez (2017) estimated that Florida would suffer economically from the ending of DACA. The U.S. stands to lose \$460.3 billion in national GDP over the next decade, with the loss of 685,000 workers. In Florida, \$1.5 billion could be lost due to the rescission of DACA.

## MSI SPOTLIGHT

## Miami-Dade Wolfson Campus

Miami, FL

FCS: PUBLIC FOUR-YEAR

**Carnegie Classification:** Baccalaureate/Associate's Colleges:  
Associate's Dominant

**2016-2017 Enrollment:** 55,206 (entire)

**Published Tuition and Fees, in-state (undergraduate):** \$2,834

**Total Cost- Off-campus, in-state (undergraduate, with family):**  
\$10,514

**Percentage of students receiving any financial aid:** 76%

**Racial/Ethnicity Composition:** Latino/a: 69%, Black: 14%,  
Non-resident Alien: 6%, White: 6%, Unknown: 3%, Asian: 1%,  
American Indian and Native Alaskan: 0%, Native Hawaiian and  
Pacific Islander: 0%, Two or More Races: 0%

**Graduation:** 30% (6-year)

**Retention:** N/A

**Core Revenues:** Government Grants & Contracts: 38%, State  
Appropriations: 34%, Tuition & Fees: 17%, Other Revenues: 7%,  
Investments: 2%, Private Gifts: 2%

*Miami-Dade College (MDC) Wolfson Campus received a \$2,614,677 Title V HSI grant to fund its program Accelerate, Retain, Complete with Opportunities and Support (ARCOS). Based on the Spanish definition of the word arcos ("arches"), this program will focus on the 600 students enrolled in STEM majors with the intent of supporting these students from the beginning of their education through their graduation or transfer to a university. The outcomes of the program are improved retention, persistence, and completion for Latino/a and other low-income students. The core of the program is its emphasis on a holistic approach common to many MSI programs, such as active engagement of family and community members. This will be accomplished through two primary components: Support, Mentor, Advise, Accelerate, Retain, and Transfer (SMAART) and ARCademics. Program strategies include appreciative advising, three-tier mentoring, non-cognitive interventions, hybrid course designs, and team-based learning.*

## MSI SPOTLIGHT

## Valencia College–East Campus

Orlando, FL

FCS: PUBLIC FOUR-YEAR

**Carnegie Classification:** Baccalaureate/Associate's Colleges:  
Associate's Dominant

**2016-2017 Enrollment:** 44,515

**Published Tuition and Fees, in-state (undergraduate):** \$2,274

**Total Cost- Off-campus, in-state (undergraduate, with family):**  
\$7,127

**Percentage of students receiving any financial aid:** 76%

**Racial/Ethnicity Composition:** Latino/a: 35%, White: 28%,  
Black: 16%, Unknown: 11%, Asian: 4%, Non-resident Alien: 3%,  
Two or More Races: 2%, Native Hawaiian and Pacific Islander:  
0%, American Indian and Native Alaskan: 0%

**Graduation:** 43% (6-year)

**Retention:** N/A

**Core Revenues:** State Appropriations: 31%, Governments  
Grants & Contracts: 33%, Tuition & Fees: 26%, Other Revenues:  
9%, Private Gifts: 1%

*Valencia College–East Campus (VC-East) intends to use its Title V funding to develop its capacity to advance several measures of student success. Administration will implement this through the bolstering of three areas: academic programs, institutional management, and fiscal management. VC-East outlines numerous intended outcomes for its HSI program. These include increasing its retention rate to 70%, its three-year associate's degree graduation rate to 34%, and its transfer rate by 5%. Strategies designed to achieve these goals include a new advising curriculum, better aligning associate's degree majors to University of Central Florida (UCF) bachelor's degree programs, the design of an early alert system, and the development of program evaluation and evidence-based decision making practices.*



## RECOMMENDATIONS

### INSTITUTIONS

**1 Form partnerships.** MSIs' power to serve students is strengthened when they collaborate. Many HSIs in Florida and other states work together on Title V programs. This often occurs between two- and four-year institutions in relation to aligning transfer requirements. One example of this is the program between FAU, Broward College, and Palm Beach State College. Such partnerships could also be formed between Florida's HBCUs and HSIs.

**2 Apply for MSI grants.** Based on enrollment data available from IPEDS, there are approximately 40 Florida institutions that are currently or will soon be eligible to apply for MSI federal funding. This includes HSIs as well as Asian American and Native American Pacific Islander Serving Institutions (AANAPISIs) and Predominantly Black Institutions (PBIs). Institutions that have met or will soon meet eligibility criteria should strongly consider how becoming an MSI would better advance success for their students.

**3 Align with the community.** A core value of MSIs is serving not only MSI students, but the entire community in which the MSI exists. Florida MSIs clearly demonstrate a commitment to recognizing the importance of community and community involvement. Institutions should continue to expand opportunities for symbiotic relationships between campus and community. This includes K-12 schools and other community organizations. The local focus of most MSIs leads to most students enrolling who live nearby. Student success can be better served by forming and strengthening alliances with various community organizations.

**4 Align with private industry.** Florida provides numerous opportunities for collaboration between MSIs and businesses. MSIs in other states pursue such relationships for research purposes or affording internships for MSI students. Given its low state income and business taxes, Florida continues to attract new businesses and industries. MSIs should explore how to develop such opportunities.

**5 Share success.** MSIs should continue to publicize their successes. It is important for students, families, administrators, and the community to be aware of how MSIs excel at serving students and the community. Though it is a larger institution, FAU garnered many media headlines for becoming an HSI. This included information on how FAU intended to use their HSI funding. MSIs should develop their ability to play the public relations game to demonstrate their value to the community and to the state. This is also important for proving MSI relevance to statewide policy-makers. Social media is a critical tool for connecting stories of MSI success far beyond the campus.





## POLICYMAKERS

**1 Invest in need-based financial aid.** Declining enrollment in much of Florida's higher education should sound an alarm for state higher education leaders and state lawmakers. Research has shown that falling enrollment could be indicative of an affordability obstacle for students and families. As shown in this report, the tuition and required fees in Florida's public institutions remain relatively inexpensive. Yet overall average costs are high. Tuition and fees continue to rise. Contributing to an affordability challenge could also be Florida's declining state financial aid. The inability of merit-based aid to benefit students of color and low-income students on a wide scale has been well documented. Need-based financial aid could be key in ensuring traditionally underserved students enroll in Florida higher education. This is especially important given the fact that students of color are the populations increasing within Florida's colleges and universities.

**2 Target performance funding towards success for all students.** Despite widespread evidence-based research finding little, no, or potentially negative consequences from performance-based funding on student outcomes, there could be approaches that prioritize equity. One of SUS' performance funding metrics requires institutions to enroll a minimum percentage of Pell grant recipients. Other states are beginning to explore similar requirements. Targeting performance funding while maintaining a commitment to institutional mission could serve equity for all students and not those who arrive on campus most likely to succeed.

**3 Continue to invest in public institutions.** Unlike many states, Florida has increased its state appropriations over the past several years. It still funds public higher education below the national average. Yet state policymakers should continue to recognize the value of its public colleges and universities in serving the state. Recent statewide proposals demonstrate that the Governor and State Legislature see both the potential and proven ability of its systems of higher education to further student success.

**4 Protect Dreamers.** While Florida does not call home to a population of DACA recipients as large as California or Texas, it is clear that they are still an integral part of Florida and have an impact on the state's economy. Partisan politics likely makes outright support for Florida Dreamers unlikely, at least in the near future. Still, policymakers in the state should become knowledgeable about the part DACA recipients can and do play in the state as well as the nation.

**5 Foster P-20 connections.** MSIs and individual institutions have collaborated. Policymakers can do more to foster such coalitions amongst institutions, particularly between all sectors of education in the state. The success of reverse transfer agreements in other states (e.g. Texas) is one example of how the state could play a part in fostering such an alignment to advance student success.

## CONCLUSION

The state of Florida is committed to the success of its college students. The Governor and lawmakers prioritize college completion and aligning higher education more closely to the state's economy. It is vital for Florida's future that state policymakers and higher education leaders recognize the power of MSIs to serve students as well as the state. As in many states with rapidly expanding populations of people of color, much of Florida's politics have yet to catch up to the new realities facing its residents. This report provides some recommendations for policymakers on how to most effectively invest state funding to achieve state priorities via its postsecondary system and especially its MSIs. Only when all of Florida's residents can enroll in and graduate from one of its colleges or universities can the entire state benefit. MSIs have served and will continue to excel at this core mission of higher education.

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