



New York: Minority Serving Institutions in the Empire State

WILLIAM CASEY BOLAND

INTRODUCTION

New York symbolizes the promise of American opportunity. From Times Square to Broadway to Brooklyn to Woodstock, when the world thinks about the United States, it thinks about New York. New York State and New York City enjoy broad demographic diversity reflecting a tradition of embracing newcomers and welcoming their cultures. The history of a racially and ethnically varied populace leads New York State to having a high number of Minority Serving Institutions (MSIs). In this report, we describe the characteristics of New York MSIs, evaluate several measures of student success at the institution level, assess finance and revenue categories, and illustrate the importance of New York MSIs in the larger context of the state's postsecondary system and its economy and workforce. New York demonstrates a commitment to ensuring access to higher education for all residents. Yet its state leaders can and should do more to leverage the power of these institutions—especially its MSIs—to elevate their students. We explore how policymakers employ public policy tools at their disposal to advance or inhibit statewide priorities for higher education. Through this exploration, we seek to illustrate how MSIs in the Big Apple and beyond plant seeds that grow into opportunities for student success.

RESEARCH TEAM

Liting Zhang
Melissa Bodnar





METHODOLOGY

This descriptive report provides an overview of MSIs in New York in all postsecondary sectors eligible for Higher Education Act Title III and Title V grants (which excludes for-profit institutions). Public and private, not-for-profit sector MSIs include four-year, two-year, and less-than-two-year institutions. We analyze longitudinal data assembled from the 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. Most data cover Academic Year (AY) 2007-2008 to AY 2017-2018. Finance measures have been adjusted for inflation using the Consumer Price Index in 2018 dollars. Enrollment variables include 12-month enrollment for all race/ethnicity categories available in IPEDS. We use 12-month enrollment as opposed to fall enrollment or first-time, full-time enrollment (FTE) as MSIs tend to enroll a large number of part-time students. 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. In some instances, we use these measures per FTE, which is defined as full-time equivalent. IPEDS creates per FTE through a ratio of full-time students and part-time students. Completion and student success measures include retention rate and graduation rate (150% of normal time; e.g. 3 years in community colleges and 6 years in four-year schools). We recognize that college-level outcome measures are not the exclusive signal of student success. Empirical research demonstrates the manifestations of historic systemic racism and exclusion and the ongoing impact on students of color and low-income students. This has led to lower graduation and retention rates amongst institutions enrolling larger proportions of those students traditionally underserved by colleges and universities. Yet we argue it is important to recognize these outcome measures, as policymakers and those associations distributing grant-awards to higher education institutions emphasize and prioritize these measures.



DEMOGRAPHICS AND CONTEXT

New York is the fourth largest state based on population in the U.S., with just under 20 million residents as of 2017. New York State is mostly a very different place than New York City, which comprises 40% of all state residents. Additionally, two-thirds of all of the state's population lives in the New York City metropolitan area. New York City is the biggest city in the U.S. by population and amongst the most diverse (U.S. Census Bureau, n.d.a.).

The White population comprises the largest racial/ethnic category in the state at 55% (compared to a 60% average for the U.S.). The Hispanic population is the next largest (19%, just above the national average of 18%), which consists primarily of those of Puerto Rican and Dominican descent. The Black population is 14%, Asian American and Pacific Islander (AAPI) is about 9%, followed by American Indian Alaskan Native (AIAN) at less than 1%. The share of non-White populations have been increasing. There are higher proportions of people of color in New York City. The White population is largest at nearly 32%, but is followed closely by the Hispanic population (29%). The Black population is 22%, AAPI 14%, and AIAN less than 1%. The number of foreign-born per Census is much higher in New York City (37%) compared to the rest of the state (23%). Nearly half of all New York City residents speak a language other than English as their native language compared to 31% in the state as a whole. Despite differences in the racial/ethnic composition between New York City and New York State, both are more diverse than the U.S. on average (U.S. Census Bureau, n.d.b).

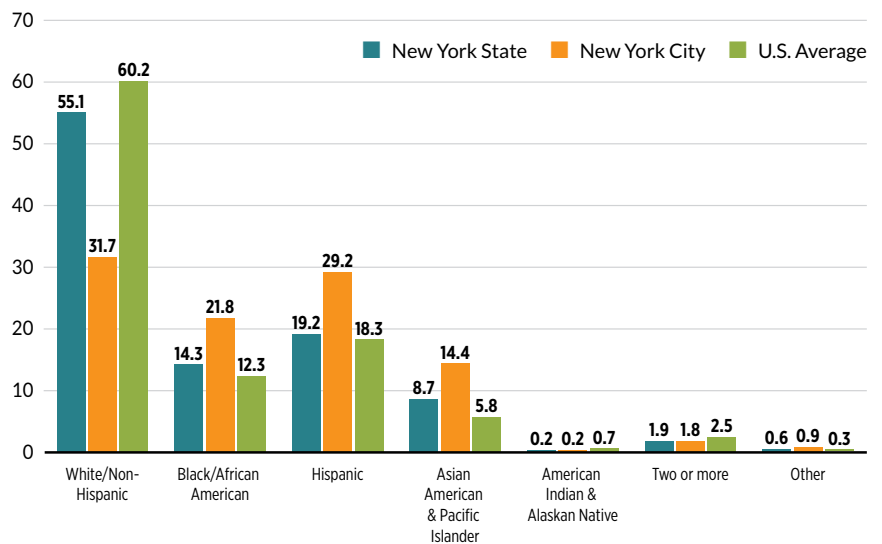
WORKFORCE, DEGREE ATTAINMENT, AND AFFORDABILITY

New York State boasts the third-largest gross state product in the U.S. after California and Texas at over \$1 trillion. This is fueled in large part by the dominant industries located in the New York City metropolitan area: finance and communications. Outside of the NYC metropolitan area, much of the state is agrarian. New York's other major urban regions include Albany, Syracuse, Rochester, and Buffalo.

As of 2017, the median household income in New York State is \$64,894. The poverty rate was 14.1% and the unemployment rate was 4.1% (Bureau of Labor Statistics, n.d.).

Figure 1

POPULATION BY RACE/ETHNICITY



Source: U.S. Census Bureau

Despite its wealth, there are deep disparities based on socioeconomic status in New York. According to the Institute for Research on Higher Education (2016), 22% of New York families earn \$30,000 or less per year. Meanwhile, 27% of families earn \$110,000 and higher per year. State policymakers have recognized the economic stratification in New York and provided a relatively high level of financial aid. The state routinely devotes nearly twice the U.S. average on need-based financial assistance to college students. The Institute for Research on Higher Education also notes that despite the amount of need-based financial aid, students still struggle to afford the public two and four-year schools.

EDUCATIONAL ATTAINMENT

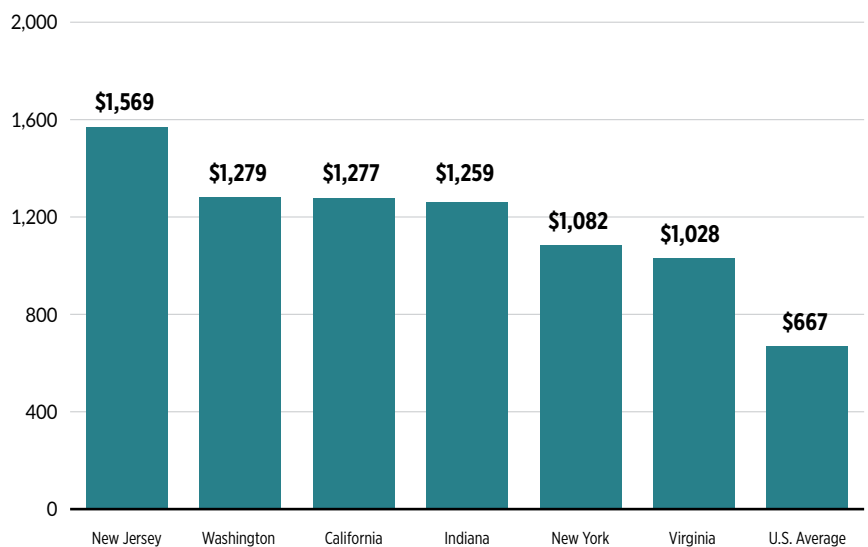
In New York State, 86.6% of its residents have at least a high school diploma, 15.4% have some college education, and 20.2% have a bachelor's degree or higher.

NEW YORK MSIs

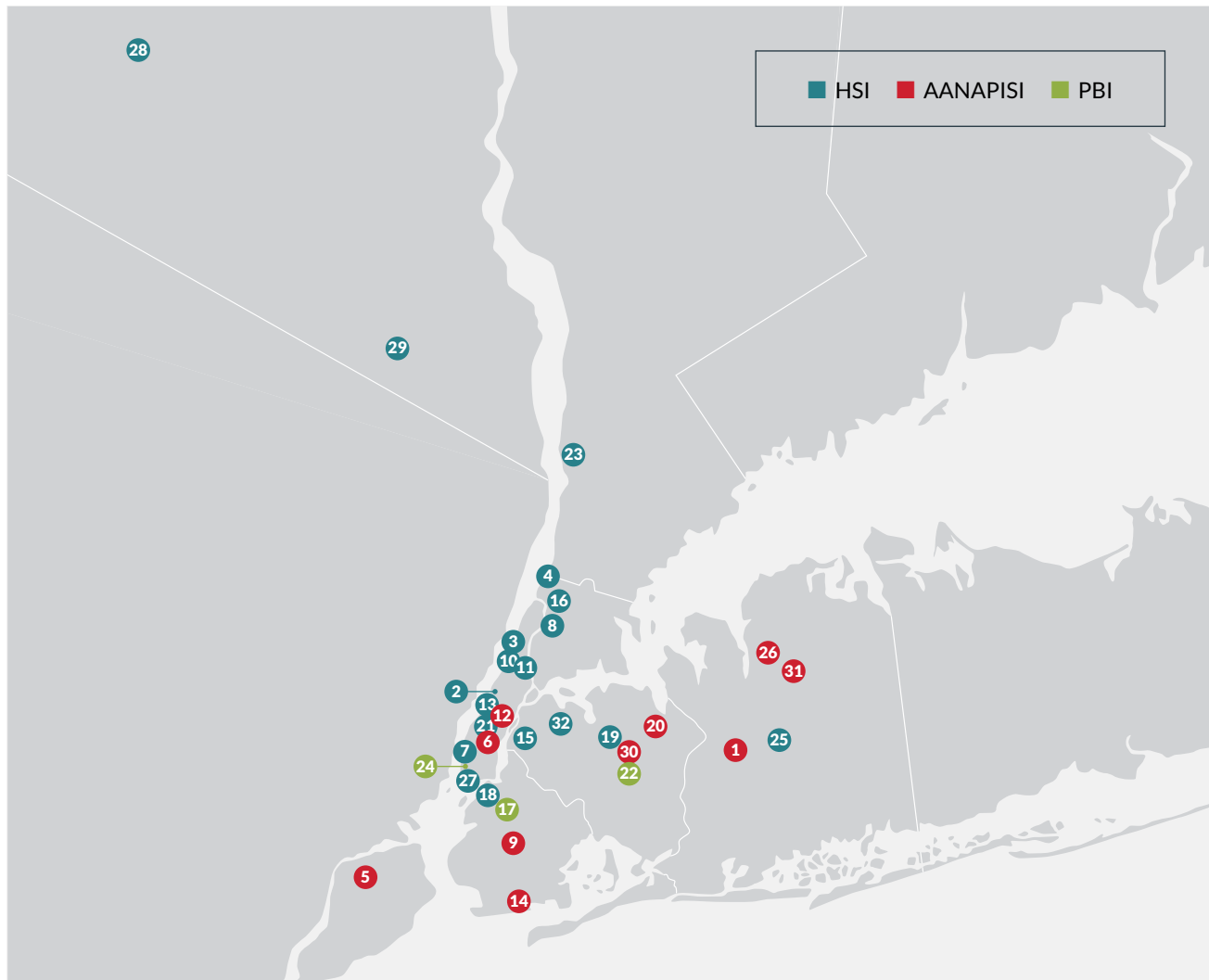
The overwhelming majority of New York's MSIs are located in the New York City metropolitan region. All are less than 80 miles from New York City. Most New York MSIs are HSIs, mirroring its substantial Latinx population. There are a handful of Asian American and Native American Pacific Islander Serving Institutions (AANAPISIs) and Predominantly Black Institutions (PBIs), all located in New York City. There are no Historically Black Colleges and Universities (HBCUs), Tribal Colleges and Universities (TCUs), or Native American Serving Non-Tribal Institutions (NASNTIs), given the small number of AIAN people in New York. The majority of the state's MSIs are part of the City University of New York (CUNY) system. Based on the Office of Postsecondary Education, there are 38 colleges and universities eligible for MSI status: 20 HSIs, 10 AANAPISIs, 3 PBIs, 1 AANAPISI/HSI, and 1 HSI/PBI.

Figure 2

TOP STATES FOR PROVIDING NEED-BASED GRANT AID PER STUDENT, 2017-2018



Source: National Association of State Student Grant and Aid Programs

Figure 3 NEW YORK MSIs

- | | | |
|---|--|---|
| 1 Adelphi University | 12 CUNY Hunter College | 22 CUNY York College |
| 2 American Musical and Dramatic Academy | 13 CUNY John Jay College of Criminal Justice | 23 Mercy College |
| 3 Boricua College | 14 CUNY Kingsborough Community College | 24 Metropolitan College of New York |
| 4 College of Mount Saint Vincent | 15 CUNY LaGuardia Community College | 25 Nassau Community College |
| 5 College of Staten Island CUNY | 16 CUNY Lehman College | 26 New York Institute of Technology |
| 6 CUNY Bernard M Baruch College | 17 CUNY Medgar Evers College | 27 Nyack College |
| 7 CUNY Borough of Manhattan Community College | 18 CUNY New York City College of Technology | 28 Orange County Community College |
| 8 CUNY Bronx Community College | 19 CUNY Queens College | 29 Rockland Community College |
| 9 CUNY Brooklyn College | 20 CUNY Queensborough Community College | 30 St John's University-New York |
| 10 CUNY City College | 21 CUNY Stella and Charles Guttman Community College | 31 SUNY College at Old Westbury |
| 11 CUNY Hostos Community College | | 32 Vaughn College of Aeronautics and Technology |

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

MSI SPOTLIGHTS

Borough of Manhattan Community College

New York, NY | CUNY

Public, Two-Year

HSI

2018-2019 Enrollment: 26,506

Published Tuition and Fees, in-state (undergraduate): \$5,170

Total Cost- Off-campus, in-state (undergraduate, not with family): \$27,615

Percentage of students receiving any financial aid: 71%

Average amount of any aid received: \$5,989

Racial/Ethnicity Composition: American Indian and Native Alaskan: 0%, Asian: 11%, Black or African American: 27%, Hispanic: 44%, Native Hawaiian and Pacific Islander: 0%, Nonresident Alien: 6%, Race/Ethnicity Unknown: 0%, Two or More Races: 1%, White: 10%

Graduation: 20% (150% of normal time)

Retention: 58% (full-time), 37% (part-time)

Core Revenues: Tuition & Fees: 11%, Government Grants & Contracts: 42%, Other Revenues: 6%, State appropriations: 23%, Local Appropriations: 17%, Private Gifts, Grants, & Contracts: 1%

MSI Program: The Title V Beacon Project "Borough of Manhattan Community College (BMCC), the largest college within the City University of New York (CUNY), was recently awarded a \$3 million Conexiones Title V Project Grant (for five years) to increase student engagement and provide students with a deeper connection to career interests. A key component of this initiative involves the use of Career Maps, which will allow the college to engage participants from the very beginning of their college experience through graduation, to explore career and academic options, and ensure future student success. The Conexiones network, will empower Latino males to make informed choices with proactive support available when needed, and delivered at different stages of their personal development" (Borough of Manhattan Community College, 2020).

NEW YORK STRUCTURE AND POLITICS OF HIGHER EDUCATION

There are numerous systems of higher education in New York. The primary systems are the State University of New York (SUNY), the City University of New York (CUNY), and then independent colleges and universities in addition to vocational and for-profit institutions. Following California's lead in 1960 with its tripartite system of higher education, New York State's current system began in 1961. At that time, SUNY became independent from New York State Department of Education.

SUNY

SUNY is the largest public postsecondary system in the U.S. It consists of 64 campuses providing a wide array of programs and avenues of study. As of 2019, SUNY enrolls almost 1.3 million students.

CUNY

CUNY is the largest urban university system in the U.S. It includes 25 campuses spread the New York City metropolitan area. Amongst its institutions are 11 senior colleges, 7 community colleges, an undergraduate honors college, and 7 post-baccalaureate campuses. CUNY campuses enrolled over 275,000 students in 2019. Mirroring the demographics of the state, CUNY includes a diverse student body, many of whom are low-income, people of color, first-generation, and foreign-born.

INDEPENDENT

Despite the size of CUNY and SUNY, New York still has room for the largest private, not-for-profit sector of higher education in the U.S. with 178 institutions. These enroll over 600,000 students as of 2019.

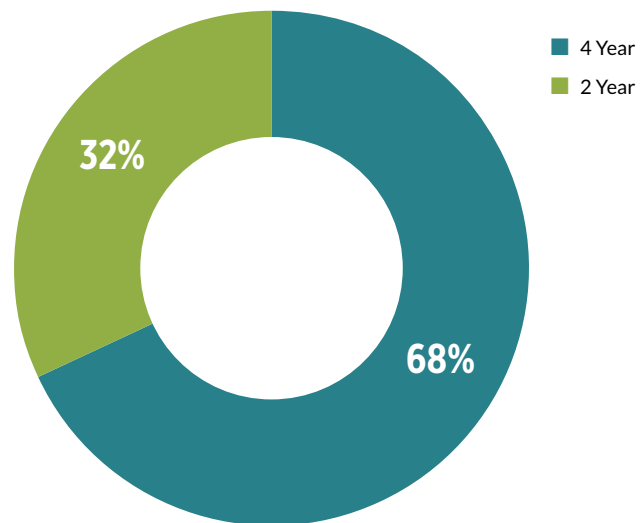
HIGHER EDUCATION GOVERNANCE

The complexity of New York's higher education systems might seem simple when compared to the byzantine governance and deeply political processes that run it. The creation and maintenance of higher education public policy in the state hinges on political maneuvering centered on the budget process. The Governor has strong political power over higher education, especially compared to governors in states of similar size. Similar to California's Governor, New York's is endowed by a state constitution with authority over the executive budget and the line-item veto. The Governor appoints trustees to SUNY and CUNY. Also like California, the State Legislature is another powerful actor with authority over higher education. It elects regents to the New York State Board of Regents. Personal relationships have historically influenced much of the policy crafted in the state (New York State Education Department, n.d.). Richardson, Shakespeare, and Parker (2005) explain, "The entire complex system is bound together at the policy level by social relationships that provide early warning of impending issues as well as opportunities to test alternatives and to build coalitions. The system seems uniquely responsive to the issues confronting the state with such vast diversity and contentiousness amongst established groups and those seeking to move from the periphery to the center" (p. 1-2).

Besides the Governor and State Legislature, other powerful political departments include the Division of the Budget, the Department of Economic Development, the Higher Education Service Corporation (who controls the state's financial aid programs, most importantly the need-based New York State Tuition Assistance Program [TAP]), and the Education Department. Both SUNY and CUNY have governing boards. Other stakeholders in higher education public policy include individual policymakers, executive agencies, and interest groups.

Figure 4

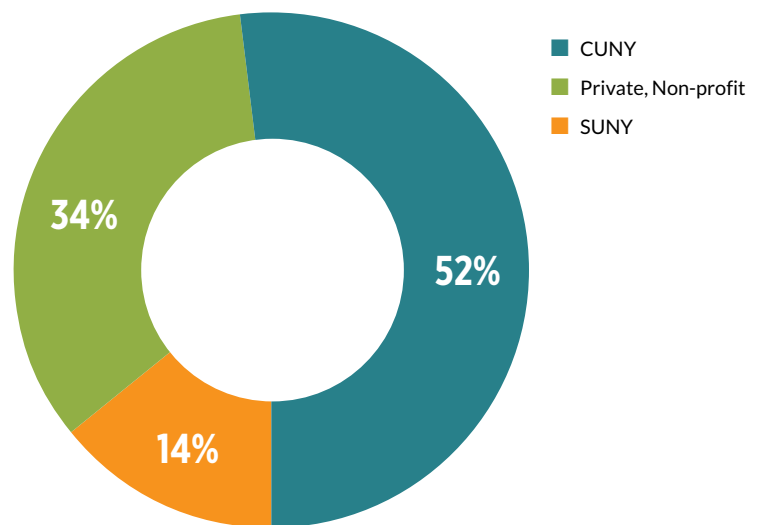
NEW YORK MSIs BY SECTOR



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

Figure 5

NEW YORK MSIs BY SYSTEM



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

MSI SPOTLIGHTS

College of Mount Saint Vincent

Bronx, NY

Private Not-For-Profit, Four-Year
HSI

2018-2019 Enrollment: 2,234

Published Tuition and Fees, in-state
(undergraduate): \$40,980Total Cost- Off-campus, in-state
(undergraduate, not with family): \$57,745Percentage of students receiving any
financial aid: 86%Average amount of any aid received:
\$19,997Racial/Ethnicity Composition: American
Indian and Native Alaskan: 0%, Asian: 8%,Black or African American: 16%, Hispanic:
41%, Native Hawaiian and Pacific Islander:
0%, Nonresident Alien: 1%, Race/Ethnicity
Unknown: 7%, Two or More Races: 5%,
White: 23%

Graduation: 55% (150% of normal time)

Retention: 77% (full-time), 0% (part-time)

Core Revenues: Tuition & Fees: 81%,

Governments Grants & Contracts: 7%,

Other Revenues: 2%, Private Gifts, Grants,
& Contracts: 6%; Investment Returns: 4%

MSI Program: "Project objectives include: 1) increase the percentage of first-year students who end the year in good academic standing from 61 percent to 66 percent; 2) increase the percentage of first-year Hispanic students who end the year in good academic standing from 58 percent to 63 percent; 3) increase the fall-to-fall retention rate for first-year students from 69 percent to 79 percent; 4) increase the fall-to-fall retention rate for first-year Hispanic students from 67 percent to 77 percent; 5) increase retention of first-year cohort students to the fourth semester from 61 percent to 69 percent; and 6) increase retention of first-year cohort Hispanic students to the fourth semester from 54 percent to 62 percent" (U.S. Department of Education, 2014).

NEW YORK MSI CHARACTERISTICS

ENROLLMENT

Overall enrollment grew in all sectors of New York higher education between fall 2007 and fall 2017, though levels varied between sectors. CUNY saw the largest increase: 26% in community colleges and 17% in the four-year colleges. SUNY experienced much lower enrollment increases, at 5% in the four-year and 4% in the two-year. The private non-profit sector had a small increase of 4%.

Longitudinal shifts by race and ethnicity occurred mostly in parallel within systems and sectors and then diverged in comparison by different sectors. Reflecting demographic changes in New York State, the Hispanic population grew more than any other race/ethnicity category across all sectors. This includes a 72% increase in CUNY four-year schools, 84% in CUNY two-year schools, 54% in SUNY four-year institutions, 53% in SUNY two-year institutions, and 37% in the private, non-profit sector.

Increases were similarly large amongst AAPI students. This consisted of a 73% increase in CUNY four-year, 54% in CUNY two-year, 37% in SUNY four-year, 45% in SUNY two-year, and 21% in private, non-profit schools.

Trends in Black student population across the sectors varied depending on the sector. Black student enrollment dipped in CUNY, with a 0.5% decline in the four-year schools, but increased by 9% in the CUNY community colleges. Black enrollment rose more precipitously in SUNY schools. This includes a 41% increase in the four-year institutions and a 22% increase in the SUNY two-year schools. Non-profit private school enrollment for Black students increased by 3%.

Enrollment amongst White students fell across all sectors of New York higher education, similar to nationwide enrollment trends. The decline was steepest in CUNY four-year campuses at 20%. White enrollment shrunk by 11% in CUNY community colleges, 5% in SUNY four-year schools, 12% in the SUNY community colleges, and by the least amount in the private, non-profit sector at 0.4%.

AIAN represents the smallest racial/ethnic category in New York. This population increased most in CUNY, at 108% in the four-year institutions and 205% in the community colleges. The AIAN student population declined in all other sectors, with a 22% decrease in the SUNY four-year schools, 3% in the SUNY two-year schools, and 20% in the private, not-for-profit institutions.





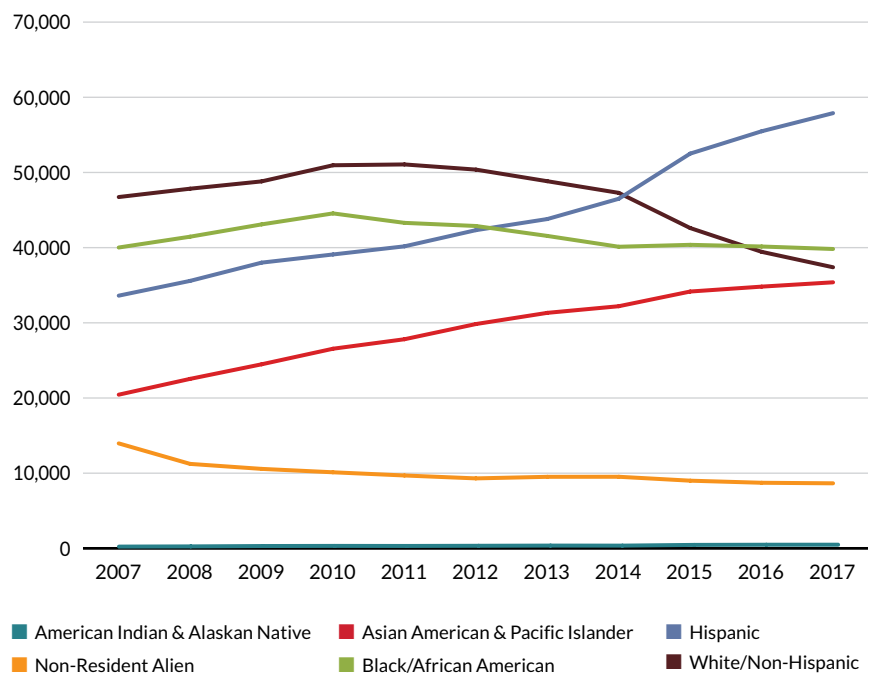
IPEDS includes non-resident alien students as a race/ethnicity category, though these include a multitude of races and ethnicities from multiple nations. This student population fell by substantial amounts throughout CUNY: 38% in the four-year campuses and 49% in the two-year. It also declined in SUNY community colleges at 12%. Conversely, the non-resident alien population increased in the other sectors: 57% in SUNY four-year and 125% in non-profit, private schools.

CUNY is majority-minority university system; it reflects the diversity of New York City. It has become even more diverse since 2007. The largest racial/ethnic population on CUNY campuses is Hispanic, at 31% in the four-year schools and 42% in the community colleges. Black student enrollment comprises the next largest category with 26% in the four-year and 23% in the two-year institutions. Note that Hispanic enrollment grew between 2007 and 2017 across all of CUNY. Yet Black student enrollment declined as a proportion of all CUNY enrollment. There were modest increases in AAPI and AIAN student populations as a proportion of all enrollment in CUNY schools. The largest declines were amongst the White student population, falling by 9 percentage points in the four-year schools and 6 percentage points in the community colleges. The non-resident alien student population declined by similar amounts in both sectors.

SUNY and non-profit, private institutions are the racial and ethnic inverse of CUNY: the majority of student enrollment in these sectors is White. Though the White proportion has fallen somewhat, it is still the largest share of student enrollment. Approximately 2/3 of all enrollment is White in SUNY four-year, two-year, and not-for-profit private institutions. The largest increases were amongst Hispanic students, who comprised 11% and 10% of four and two-year institutions respectively. Hispanic enrollment rose by 2 percentage points in the private, non-profit schools (6% in AY 2007-2008 to 8% in 2017-2018).

Figure 6

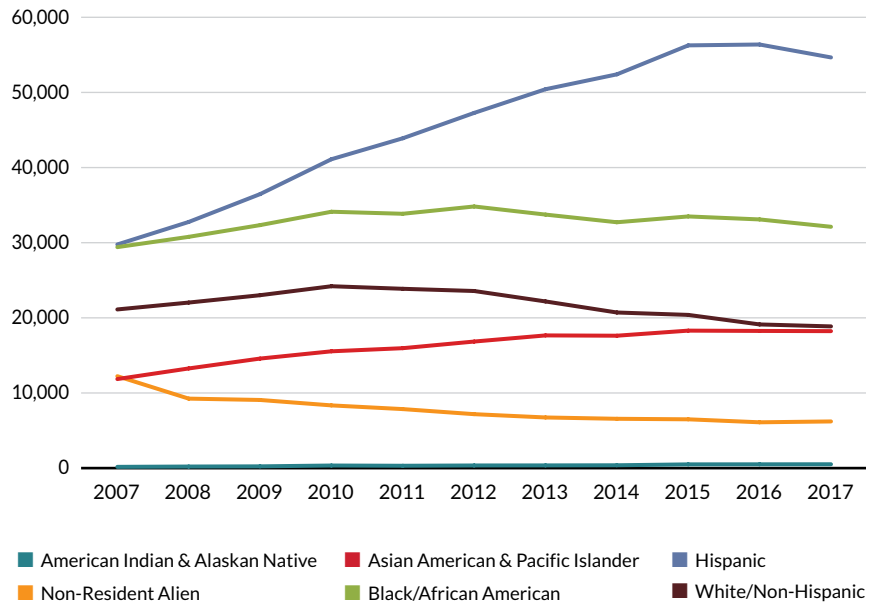
MSI CUNY 4-YEAR, 12-MONTH ENROLLMENT



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, 2017-2018

Figure 7

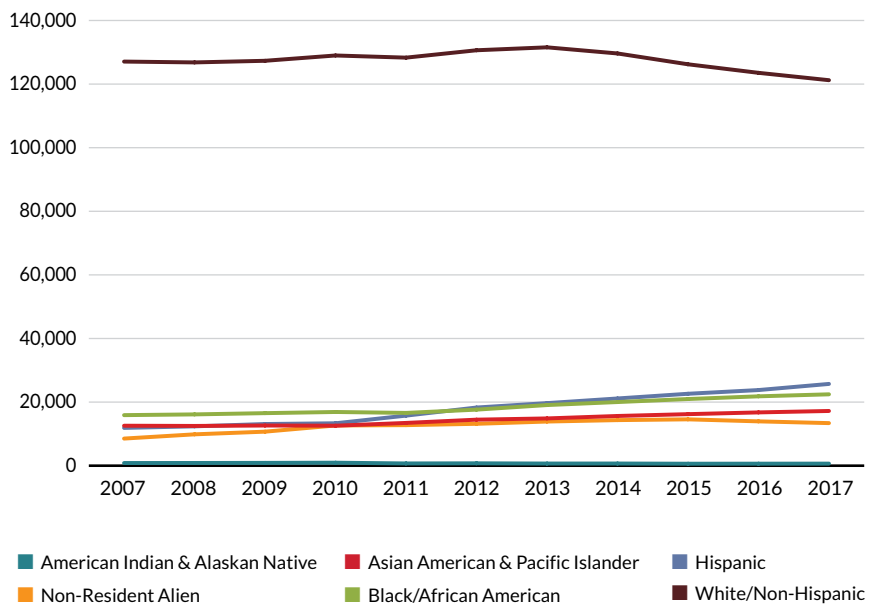
MSI CUNY 2-YEAR, 12-MONTH ENROLLMENT



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, 2017-2018

Figure 8

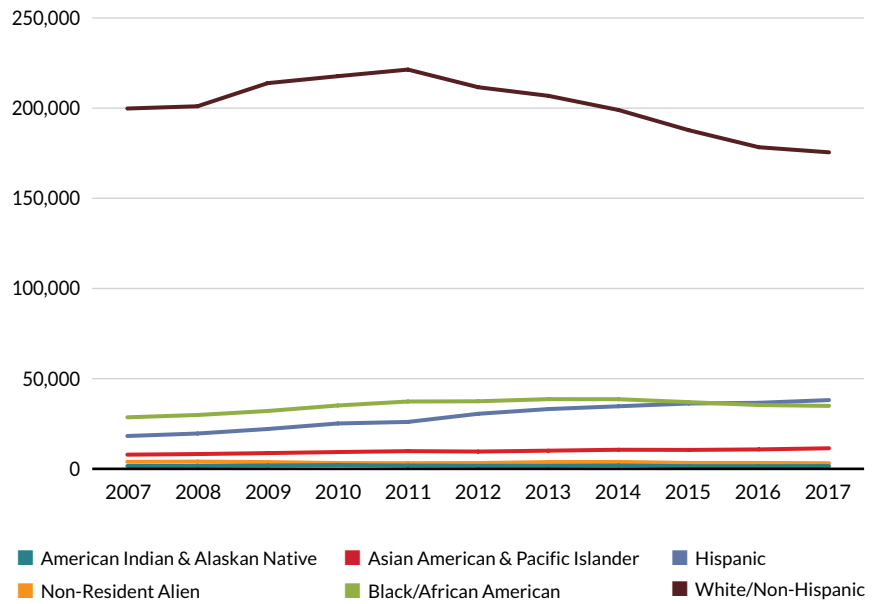
MSI SUNY 4-YEAR, 12-MONTH ENROLLMENT



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, 2017-2018

Figure 9

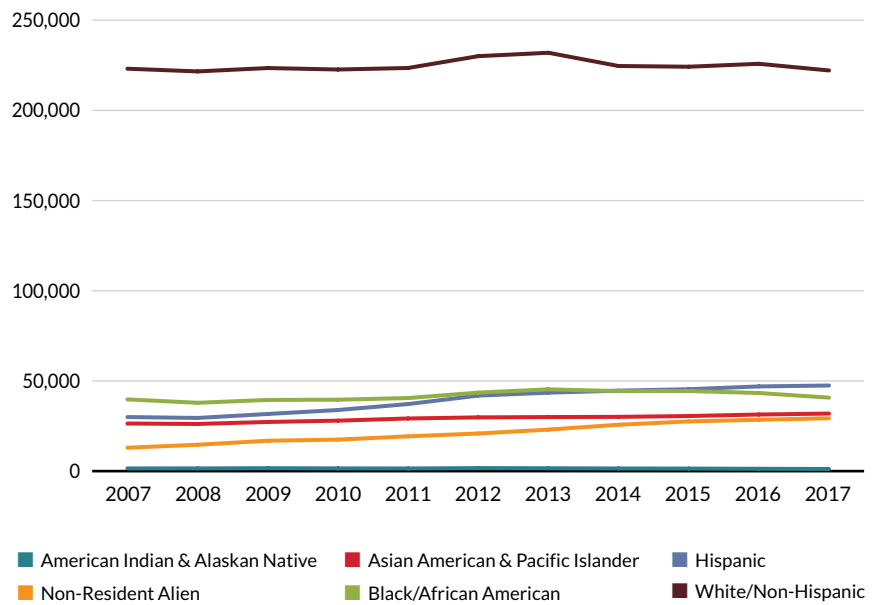
MSI SUNY 2-YEAR, 12-MONTH ENROLLMENT



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, 2017-2018

Figure 10

PRIVATE, NOT-FOR-PROFIT 4-YEAR



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, 2017-2018

MSI SPOTLIGHTS

Hunter College

New York, NY | CUNY

Public, Four-Year

AANAPISI

2018-2019 Enrollment: 28,082

Published Tuition and Fees, in-state
(undergraduate): \$7,382Total Cost- Off-campus, in-state
(undergraduate, not with family): \$29,827Percentage of students receiving any
financial aid: 63%

Average amount of any aid received: \$8,109

Racial/Ethnicity Composition: American Indian and Native Alaskan: 0%, Asian: 23%, Black or African American: 11%, Hispanic: 29%, Nonresident Alien: 5%, Race/Ethnicity Unknown: 0%, Two or More Races: 2%, White: 29%

Native Hawaiian and Pacific Islander: 0%,

Graduation: 53% (150% of normal time)

Retention: 85% (full-time), 83% (part-time)

Core Revenues: Tuition & Fees: 26%,

Governments Grants & Contracts: 32%

Other Revenues: 8%, State appropriations: 28%, Local Appropriations: 1%, Private Gifts, Grants, & Contracts: 5%

MSI Program: "Despite attention to minority student development, a sizable subgroup of AAPI students at Hunter College face a variety of barriers to achievement in higher education due to their backgrounds as first-generation college-goers, as immigrants or children of immigrants, and as English-language learners (ESL). The HCAP, thus, aims to mitigate these barriers to educational achievement through programs and services that address two key goals: 1) Develop and improve academic programs for high-need AAPI students; and 2) Enhance student services and counseling for high-need AAPI students. Services working towards these goals include the development of new Asian American Studies Program (AASP) and ESL courses, the creation of an HCAP Leadership Internship Program, and the enhancement of advising and mental health services for AAPI students at Hunter College. Outcomes of these services will include measurable increases in the Grade Point Averages (GPAs), persistence, and graduation rates of AAPI students at Hunter College as well as enhanced knowledge and visibility of AAPI student psychosocial development and backgrounds throughout the institution's curriculum and services" (U.S. Department of Education, 2016b).

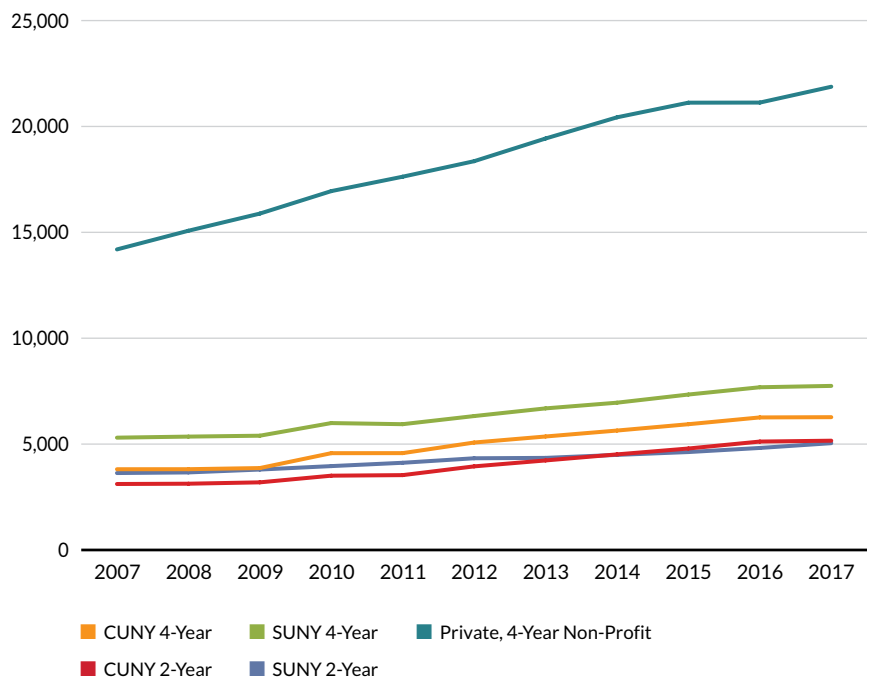
FINANCE AND AFFORDABILITY

TUITION

New York has made a longstanding commitment to affordable public postsecondary education. This is reflected in tuition and fee amounts in CUNY and SUNY. While tuition and fees have increased between 2007 and 2017, these remain far below national averages for public colleges. CUNY four-year schools were less than SUNY four-year schools (\$6,271.31 compared to \$7,748.27). Tuition and fees in CUNY and SUNY community colleges were both approximately \$5,000. Private, non-profit four-year colleges were expectedly much higher at \$21,875.06 in 2017.

Figure 11

PUBLISHED IN-STATE TUITION AND FEES



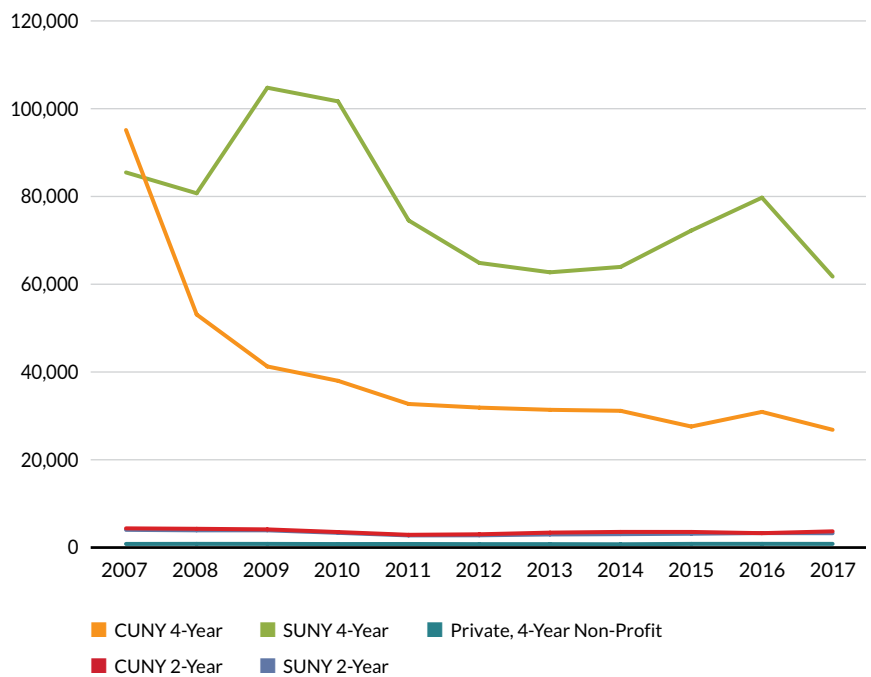
Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, student charges: published in-state tuition and fees



STATE APPROPRIATIONS

State funding for CUNY four-year schools plummeted following the 2008 Great Recession. Even after adjusting for inflation, state appropriations per FTE fell from \$95,138.62 in 2007 to \$53,098.87 in 2008. It continued following to \$26,830.73 in 2017, which represents a 72% decline. This was by far the largest decrease falling across all sectors of postsecondary education in New York State. State appropriations per FTE in SUNY four-year institutions shrunk by 28% between 2007 and 2017 and remained relatively stable for community colleges in both CUNY and SUNY.

Figure 12 STATE FUNDING PER FTE



Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, Finance, State Appropriations, 2017-2018

MSI SPOTLIGHTS

Medgar Evers College

Brooklyn, NY | CUNY

Public, Two-Year

PBI

2018-2019 Enrollment: 6,638

Published Tuition and Fees, in-state
(undergraduate): \$7,352Total Cost- Off-campus, in-state
(undergraduate, not with family): \$29,797Percentage of students receiving any
financial aid: 71%

Average amount of any aid received: \$7,596

Racial/Ethnicity Composition: American Indian and Native Alaskan: 0%, Asian: 11%, Black or African American: 73%, Hispanic: 18%, Native Hawaiian and Pacific Islander: 0%, Nonresident Alien: 3%, Race/Ethnicity Unknown: 0%, Two or More Races: 1%, White: 1%

Graduation: 17% (150% of normal time)**Retention:** 58% (full-time), 33% (part-time)**Core Revenues:** Tuition & Fees: 8%,**Governments Grants & Contracts:** 37%,

Other Revenues: 10%, State appropriations: 43%, Local Appropriations: 2%, Private Gifts, Grants, & Contracts: 0%

MSI Program: RISE@MEC

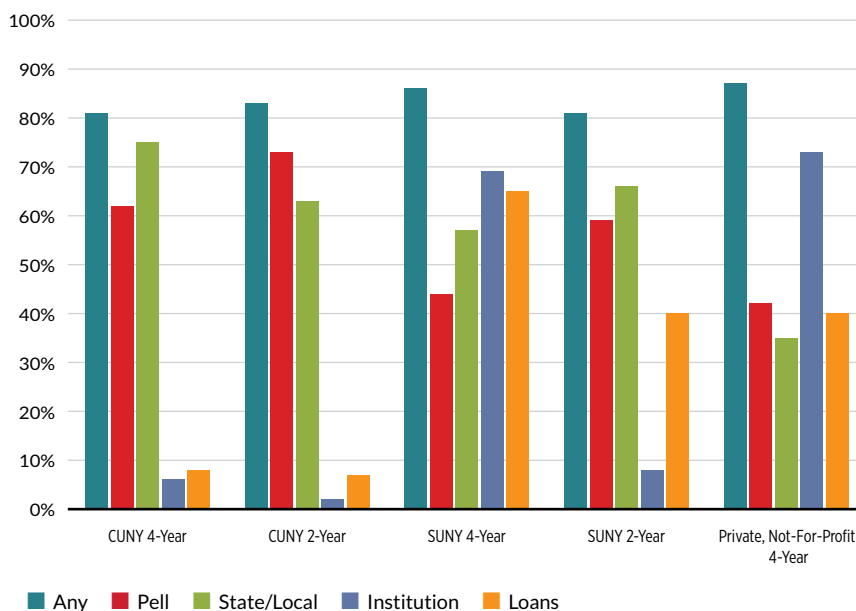
"The proposed PBI program Retention Initiative to promote Student Excellence (RISE@MEC) has two main goals: to improve student retention and student outcomes. RISE@MEC is characterized by three programmatic strands: implementation of an early alert system, supplemental instructional (SI) services and faculty professional development to increase student performance in the area of mathematics; implementation of global learning communities to increase student engagement; and provision of "early" post-graduate preparation and enhancement activities to support successful outcomes for students" (U.S. Department of Education, 2010).

STUDENT FINANCIAL AID

The share of enrollment in New York State MSIs that receives any form of financial aid has remained relatively stable between 2007 and 2017. In all sectors of postsecondary education in the state, over 80% of students enrolled in MSIs receive some financial aid. The dominant resource for financial aid in four-year schools across all sectors was Pell grants. State and local financial aid comprised the largest share amongst both CUNY and SUNY community colleges. Those receiving Pell grants increased in all sectors with the largest increase in the SUNY system. In SUNY four-year schools, Pell grant recipients rose from 34% in 2008 to 44% in 2017. In SUNY community colleges, Pell grant recipients grew from 45% to 59%. Financial aid provided directly from the institution was the largest proportion of aid received in private, non-profit MSIs. The proportion of those receiving loans from any source was far lower in the CUNY system. 8% of all financial aid consisted of loans in CUNY four-year schools and 7% in CUNY community colleges in 2017. The proportion of all financial aid that was loans was 65% in SUNY four-year schools and 40% in SUNY two-year institutions. The share of private, not-for-profit MSI financial aid that consisted of loans was also 40%.

Figure 13

PERCENTAGE OF STUDENTS RECEIVING FINANCIAL AID BY CATEGORY



Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, student financial aid, Fall 2017



CORE REVENUES

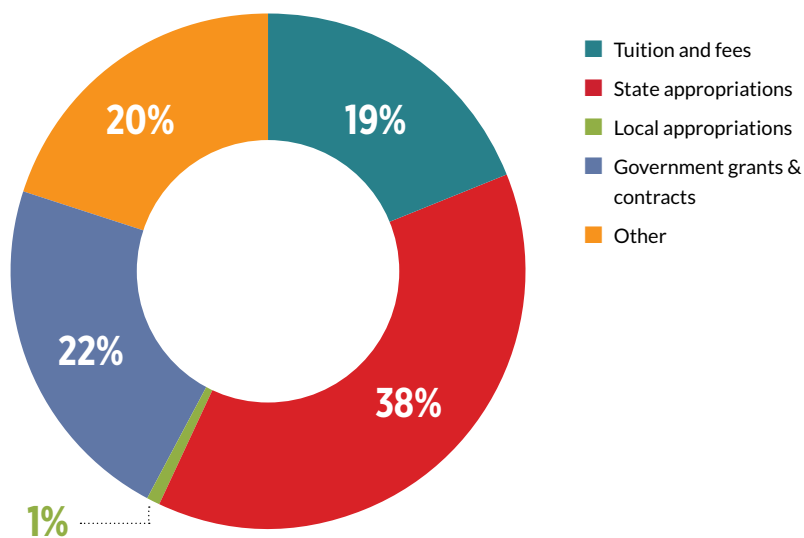
Similar to most public colleges and universities throughout the U.S., CUNY and SUNY schools rely primarily on state funding as their primary revenue source. Yet this source has shrunk between 2007 and 2017, a consequence of declining state support of higher education. The disinvestment in public postsecondary education is common amongst the states (State Higher Education Executive Officers Association, 2018). It might be assumed that blue states such as New York or California maintain or increase funding to public colleges and universities. Yet as displayed earlier, state support has also fallen in New York. A consequence of this decline is that public institutions seek alternative revenue sources. An interesting trend in both CUNY four- and two-year schools is that tuition and fees as a proportion of total core revenues did not increase. Most public institutions have relied on tuition revenue to fill the shortfall from flagging state funding. In marked contrast, tuition revenue as a proportion of core revenues shrunk from 24% to 19% between 2007 and 2017 in CUNY four-year schools. The fall was steeper in CUNY community colleges: 18% to 9%. The largest increase in revenue source was the Other category, which includes federal appropriations and sales and services of educational activities. In the CUNY four-year institutions, this rose from 4% to 20% between 2007 and 2017. In the community colleges, this category increase from 1% to 14%.

While there were larger shifts in CUNY core revenues between 2007 and 2017, SUNY experienced mostly stable sources of revenue. SUNY institutions receive a much larger share of its revenues from state appropriations, especially its four-year schools (47% in 2017). This was down from 53% in 2007. SUNY four-year institutions have relied somewhat more on tuition revenue, which rose as state appropriations fell from 20% of core revenues to 24% between 2007 and 2017. SUNY two-year institutions remained relatively stable in terms of trends in core revenues.

Core revenue sources in New York's private, not-for-profit MSIs also remained relatively stable between 2007 and 2017. The largest share of revenue was tuition and fees at 58%. The next largest revenue source was private gifts at 24%, followed by investments at 11%.

Figure 14

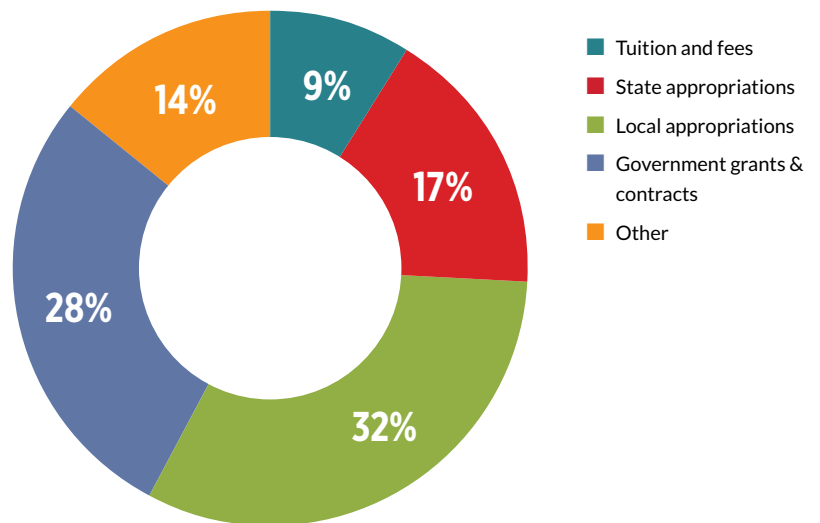
CORE REVENUES IN CUNY FOUR-YEAR MSIs



Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, core revenues by source, Fall 2017

Figure 15

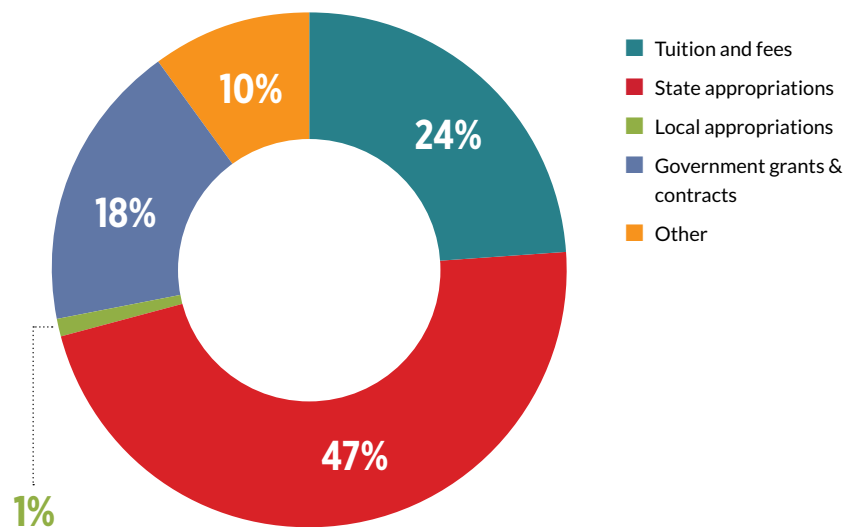
CORE REVENUES IN CUNY TWO-YEAR MSIs



Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, core revenues by source, Fall 2017

Figure 16

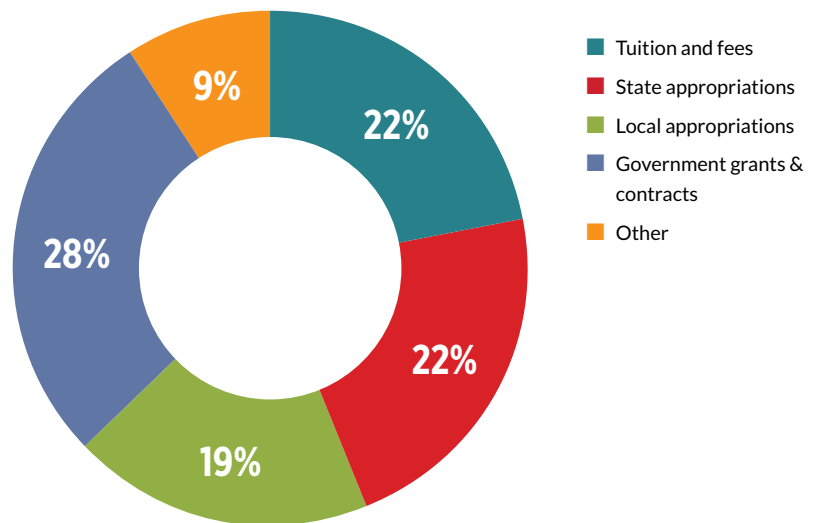
CORE REVENUES IN SUNY FOUR-YEAR MSIs



Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, core revenues by source, Fall 2017

Figure 17

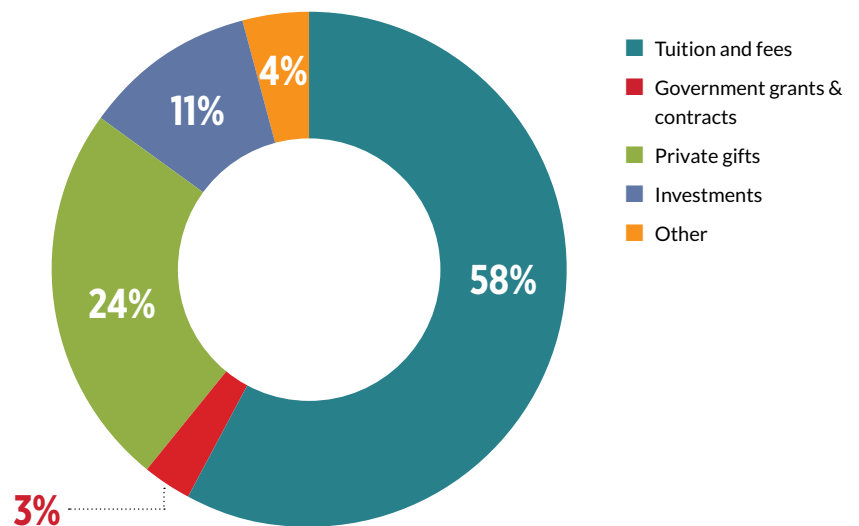
CORE REVENUES IN SUNY TWO-YEAR MSIs



Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, core revenues by source, Fall 2017

Figure 18

CORE REVENUES IN PRIVATE, NOT-FOR-PROFIT FOUR-YEAR MSIs



Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, core revenues by source, Fall 2017

MSI SPOTLIGHTS

Westchester
Community College

Valhalla, NY | SUNY

Public, Two-Year

HSI

2018-2019 Enrollment: 11,535

Published Tuition and Fees, in-state
(undergraduate): \$5,036Total Cost- Off-campus, in-state
(undergraduate, not with family): \$21,136Percentage of students receiving any
financial aid: 42%

Average amount of any aid received: \$5,108

Racial/Ethnicity Composition: American Indian and Native Alaskan: 1%, Asian: 4%, Black or African American: 22%, Hispanic: 35%, Native Hawaiian and Pacific Islander: 0%, Nonresident Alien: 1%, Race/Ethnicity Unknown: 4%, Two or More Races: 3%, White: 30%

Graduation: 17% (150% of normal time)**Retention:** 58% (full-time), 43% (part-time)**Core Revenues:** Tuition & Fees: 22%,**Governments Grants & Contracts:** 28%,**Other Revenues:** 4%, State appropriations: 22%, Local Appropriations: 23%, Private Gifts, Grants, & Contracts: 0%**MSI Program:** Caminos al Exito

"The proposed project solution to this problem aligns with the Competitive Preference Priority. The Comprehensive Activity, Caminos al Exito, establishes two core initiatives to help students succeed and two supporting initiatives to build capacity, affirming the commitment to a nurturing campus and successful college experience for Hispanic and all students.

High-impact, research-based reforms meeting What Works Clearinghouse standards inform each initiative and leverage work underway as a national replication site for the Accelerated Study in Associate Programs (ASAP). The two core components are: Academic Success and Transfer Pathways, including: a) supplemental academic support for academically at-risk students; b) comprehensive early alert; and c) expanded transfer agreements and outreach (Competitive Preference Priority 2) and Retention and Completion Pathways, consisting of: a) reimagined first-year experience; b) technology-assisted retention management systems; and c) enhanced advising. Capacity and sustainability are built through Technology Adoption and Professional Development." (U.S. Department of Education, 2018).

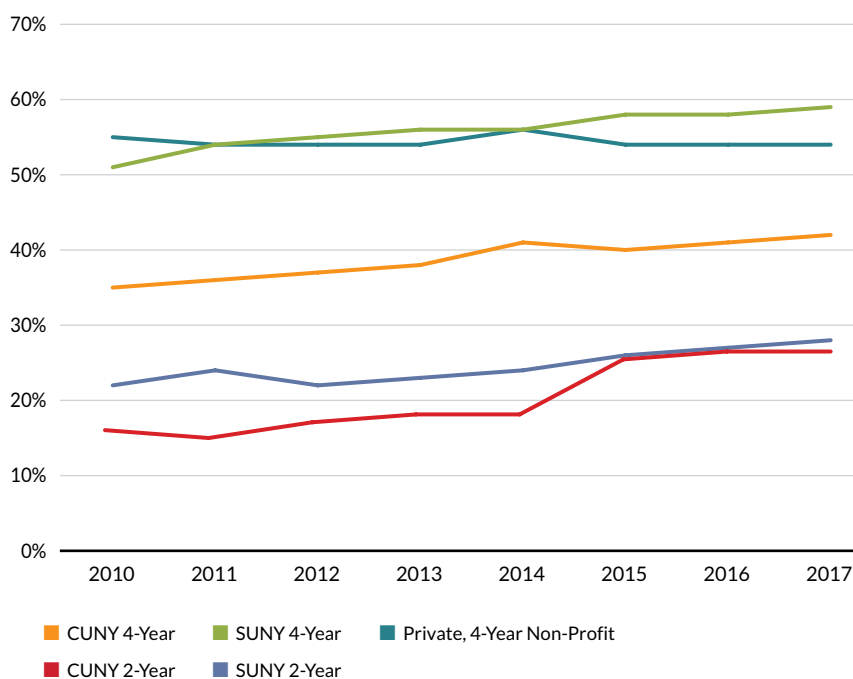
OUTCOMES

GRADUATION

The graduation rate in New York State MSIs varied between sector and system, with the highest percentage found in SUNY four-year MSIs at 59% in 2017. CUNY four-year schools were lower in 2017 with 42%. The community college graduation rate in SUNY was 28% and 26% in CUNY. The private, not-for-profit graduation rate in New York State MSIs were 54%. Though most of the rates are below national averages, the graduation rate increased across MSIs in all sectors between 2010 and 2017. The highest increase in the graduation rate was found in CUNY community colleges, rising from 16% in 2010 to 26% in 2017. CUNY's four-year graduation rate rose from 35% to 42%. The other sectors were stable between 2010 and 2017.

Figure 19

GRADUATION RATE IN NEW YORK MSIs (%)



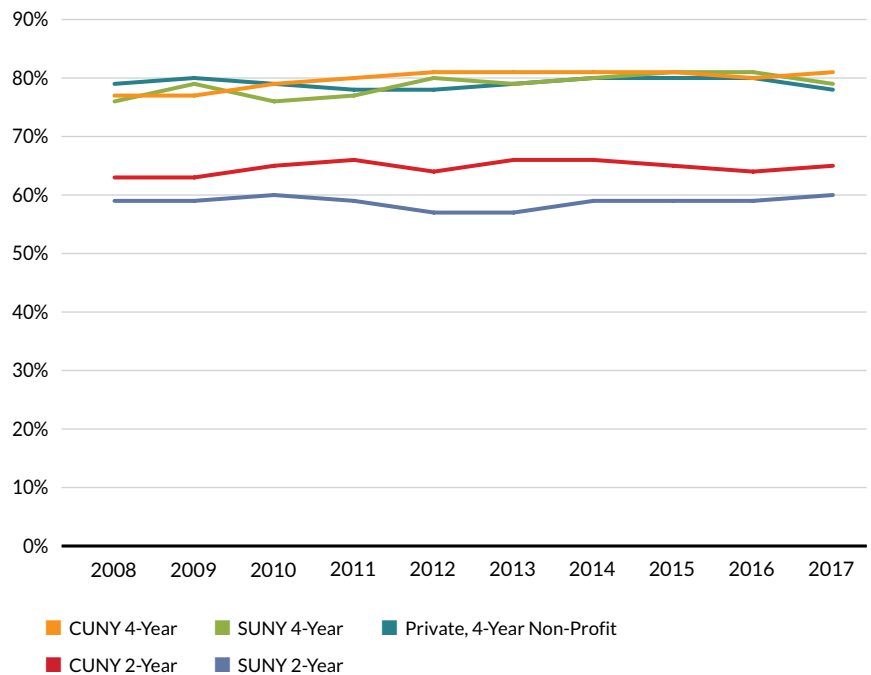
Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, graduation rate, Fall 2010 to Fall 2017



RETENTION

New York State boasts relatively high retention rates across all its sectors of postsecondary education and this is reflected in its MSIs. Retention is defined as the number of students persisting from freshman to sophomore year. In 2017, the highest retention rate could be found in CUNY four-year institutions at 81%. Though lower, the community colleges in both systems were above national averages for two-year institutions, with CUNY at 65% and SUNY at 60%.

Figure 20 RETENTION RATE IN NEW YORK MSIs (%)



Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, graduation rate, Fall 2010 to Fall 2017



SOCIAL MOBILITY

We incorporate a novel social mobility index informed by Chetty et al. (2017) and Hillman (2017). This is based on data made available by Opportunity Insights. These measures include rising from the lowest income quintile to at least two quintiles higher, the lowest income quintile to the top 20 percent, and then varying levels of progression in between those levels (Boland, n.d.; Chetty et al., 2017; Hillman, 2017). Chetty et al. (2017) explain that approximately 9 in 100 students achieve at least two levels of quintile progression and 1 in 100 students move from the lowest quintile to the highest.¹ Chetty et al. (2017) determine the mobility rate by multiplying the percentage of students in the lowest income quintile (access rate) by the percentage of those who rise to the highest income quintile as adults (success rate). There are in total seven measures for upward mobility (Hillman, 2017):

1. Bottom and to the highest (fifth quintile)
2. Bottom to the second to highest (fourth quintile)
3. Bottom to the third from the highest (third quintile)
4. One quintile from the bottom (second) to the highest (fifth)
5. One quintile from the bottom (second) to the second from highest (fourth)
6. Three quintiles from bottom to the highest (fifth)
7. Rising by any two quintiles

Using this approach, we find that 41% of those enrolled in CUNY public four-year MSIs will rise at least one income quintile. Thirty-nine percent (39%) of those enrolled in CUNY community colleges will move from one income quintile to another. The mobility rates in the other sectors were much lower than those found in CUNY. SUNY four-year MSIs saw a rate of 21%, SUNY community colleges 19%, while the private, not-for-profit sector had a rate of 20%. There were smaller rates for the other categories of social mobility. Somewhat higher rates were seen in the CUNY system, with 8% in four-year and 5% in two-year rising from the lowest income quintile to the highest. The rate in the SUNY four-year schools for this category was 3%, 2% in SUNY community colleges, and 3% in the private, non-profit MSIs.

Table 1 SOCIAL MOBILITY RATE

	CUNY All	CUNY 4-Year	CUNY 2-Year	SUNY All	SUNY 4-Year	SUNY 2-Year	Private, 4-Year Non-Profit
Up Two	39%	41%	36%	20%	21%	19%	20%
First to Fifth	7%	8%	5%	2%	3%	2%	3%
First to Fourth	7%	7%	8%	3%	3%	3%	2%
First to Third	6%	5%	7%	3%	2%	3%	2%
Second to Fifth	7%	8%	5%	3%	4%	3%	4%
Second to Fourth	7%	6%	7%	4%	4%	4%	3%
Third to Fifth	6%	7%	4%	5%	6%	4%	6%

Source: Opportunity Insights, Preferred Estimates of Access and Mobility Rates by College.

¹ Chetty et al. (2017) describe their definition of upward mobility as the comparison between parent's income and children's income at ages 32-34. The Equality of Opportunity Project data is oriented according to cohorts based on student birth years. They calculate data values as an average of the 1980, 1981, and 1982 birth cohorts. This corresponds to 2010, 2011, and 2012 in this study's dataset, allowing approximately ten years after those in these birth cohorts completed their college credentials. Mobility outcome measures in this study are derived from the mean values of these years matched to the Equality of Opportunity Project birth cohort years. Thus, I focus on an average of the 2000, 2001, and 2002 years to evaluate upward mobility in HSIs according to the implementation of Title V.



MSIs AND UPWARD SOCIAL MOBILITY

New York's commitment to educating all of its residents regardless of income has led to substantial increases in social mobility, especially amongst people of color. Our descriptive data analysis reveals that MSIs in all sectors of postsecondary education in New York State advance social mobility. Prior research by Opportunity Insights echoes this finding. Their 2017 report included CUNY in its top 10 of colleges or systems that elevate students from the lowest income quintile into the highest (Chetty et al., 2017). Our descriptive analysis does not allow for investigation of a causal relationship between institutions receiving an MSI grant and changes in mobility amongst students. Yet, we can confidently claim that MSIs in New York State are vehicles for upward mobility. We offer three potential reasons to explain why New York MSIs, particularly those in the CUNY system, have succeeded in mobility.

LOW TUITION

As described in detail earlier, New York public institutions boast amongst the lowest tuition and fees in the U.S. This makes its public colleges highly attractive to all prospective students, especially low-income students and students of color. Many researchers have analyzed the relationship between tuition and enrollment, persistence, and completion of a higher education degree or credential. Most find that increased costs lead to decreased attendance and graduation (Webber & Ehrenberg, 2009). Chetty et al. (2017) explain that elite colleges and universities do not better serve students of color or low-income students in terms of social mobility. Although there are numerous factors that can deprive nontraditional college students of success in elite colleges, a key obstacle relates to costs of enrolling. Many studies demonstrate that traditionally underserved students can fall behind (or be left behind) due to the inability to pay given changes in financial aid awards after freshman year.

HIGH FINANCIAL AID

TAP is another cornerstone of social mobility in New York State. Contrary to many states whose policymakers shifted financial aid towards merit and away from need-based, New York continues to mostly provide assistance based on family income and not high school GPA. Need-based financial aid has been shown to be a far more effective tool in access to, persistence in, and graduation from higher education when compared to merit-based aid (Dynarski, 2003; 2000). Combined with low tuition, ample financial aid better ensures that low-income students and students of color can enroll in and complete their college education.

MISSION FOCUS

The social mobility gains of New York institutions of higher education and especially its MSIs can be explained in part to intentionality amongst state policymakers in crafting equitable finance policies. This is revealed in low tuition and high financial aid. Though seemingly self-explanatory, it is important to recognize that tuition-setting and financial aid allotment do not occur at random; Policymakers create the policies governing these processes. New York instilled in its public institutions a commitment to access and student success for people from all socioeconomic statuses. State policymakers make choices in how they utilize their public higher education systems to serve its citizens and the needs of their state. Many states run their colleges and universities on auto-pilot. The failure of this laissez-faire approach to higher education policy has been well-documented (Boland, Nguyen, Gasman, Samayoa, 2018; Finney, Riso, Orosz, & Boland, 2014; Perna & Finney, 2014). The successes of directing the utility of public policy to leverage the power of higher education to best serve the state are evidenced in New York and especially in New York MSIs.

MSI PROGRAMS

While many more institutions are eligible for MSI grants compared to those receiving them, those that have instituted federally-funded MSI programs serve as an example of success amongst students of color and offer best practices for other colleges and universities. The spotlight MSIs in this study are just several glimpses into how MSIs advance students. As simplistic as it seems, MSI programs focus on serving students. Students in non-MSIs and larger colleges and universities often complain about a lack of attention. These students often feel lost with no guide. Prior research has found that students who do not come from backgrounds highlighting the complicated mores of navigating college tend to not complete their postsecondary education (Brown & Davis, 2001; Conrad & Gasman, 2015; Gasman, Baez, & Turner, 2000; Hubbard & Stage, 2009; Gasman & Nguyen, 2019; Perna et al., 2009). MSIs are the antidote for this higher education ailment.

ASAP

One of the greatest college access and completion program success stories is CUNY ASAP (Accelerated Study in Associate Programs). CUNY created ASAP to increase retention and completion in community colleges. Since its founding in 2007, it has grown from six to nine community colleges in CUNY. It also has been successfully applied in Ohio. CUNY recently created the ACE (Accelerate Complete Engage) program to adopt ASAP best practices to four-year colleges. ASAP consists of several services deployed over a three-year period to advance student success. Its mission to boost success amongst low-income students has been achieved and at high levels. External evaluation found that ASAP succeeded in increasing persistence, credit accumulation, and associate's degree attainment (Scrivener & Weiss, 2013). ASAP's success led an MDRC report that used experimental quantitative analysis to conclude, "To the authors' knowledge, ASAP's two-year effects are unparalleled in large-scale experimental evaluations of programs in higher education to date" (Scrivener & Weiss, 2013, p.2). ASAP's success is due to its targeted individual student services, financial support, and emphasis on full-time course enrollment. These are also characteristics of many MSI programs. In fact, all CUNY community colleges (and both of the current four-year ACE colleges) are MSIs.



MSI AND NEW YORK HIGHER EDUCATION CHALLENGES

COVID-19 PANDEMIC

No education institution in the country can evade COVID-19. As of this writing, colleges throughout New York State have experienced declining enrollment and drastic funding shortfalls. The state has yet to make a determination on funding to higher education. What is clear is that the shape of higher education will change in the aftermath of COVID. The pandemic will likely accelerate the cutting of state funding to higher education. The Governor predicted 20% in cuts to education and other social services, given the 15% decline in state revenue following COVID-19. The state currently faces a \$14.5 billion budget gap. The consequences of this have already manifested on many CUNY campuses. At this time, the community colleges in the CUNY system have borne the brunt. Campuses were advised to prepare for 25% cuts to adjunct professors. SUNY has also witnessed severe cuts (Valbrun, 2020).

EXCELSIOR

Governor Cuomo announced the Excelsior Scholarship with much fanfare in 2017 as New York State's free public college initiative. This new financial aid program provides aid based on family earnings of \$125,000 or less for students who enroll full-time. As critics noted, Excelsior is a merit-based aid policy. It follows many U.S. states who award financial aid based on merit. As discussed earlier, much empirical research has found that merit-based aid does not serve low-income students and students of color. Excelsior—like most merit-based aid policies—appears to be motivated by political expediency at the expense of equity. Excelsior does, however, benefit the students eligible: it covered \$6,470 of tuition per student in the 2019-20 academic year for a total of over 210,000 CUNY and SUNY students. Excelsior's budget was \$131 million in the 2020-2021 academic year. This remains uncertain at this time due to the impact of COVID-19 on the state budget.

FUNDING INEQUITY BETWEEN SUNY AND CUNY

New York boasts a legacy of advancing higher education for all of its residents as rooted in its intentional public policy. Similar in many respects to [California's Master Plan of Higher Education](#), New York State's approach was developed for a different time. Many facets of it could be revised for the 21st century. Primary amongst these is how state appropriations are distributed between CUNY and SUNY. As our data indicated, SUNY receives a much larger share of state funding than CUNY. Clearly, SUNY has many more campuses and serves a large number of students. Yet on a per student basis, CUNY should receive a more equitable share of funding.

DACA

Deferred Action for Childhood Arrivals (DACA) has served as a financial lifeline for the children of immigrant parents (U.S. Citizenship & Immigration Services, 2017). Former U.S. President Obama created this federal immigration program in 2012 to provide undocumented immigrants temporary protection. It is estimated that nearly 1,000,000 students have benefited from DACA (Gonzales, 2015; Svajlenka, Jawetz, & Bautista-Chavez, 2017). New York is amongst the many states advocating for the necessity and continuation of DACA in the face of rampant criticism and opposition on the part of mostly Republican politicians. President Trump attempted to close DACA in 2017. His plan was thwarted when the U.S. Supreme Court ruled that the Trump administration violated federal law in its attempt to end DACA. It is estimated that there are 150,000 Dreamers in New York. Though precise statistics are not currently available, it is assumed that a high number of DACA students attend CUNY and its MSIs (New York City Mayor's Office of Immigrant Affairs, n.d.; New York State Office of the Attorney General, 2020). DACA is a key driver of success amongst students born to non-domestic parents and must be defended and strengthened in New York State and beyond.



RECOMMENDATIONS

Apply. As our research shows, many institutions throughout New York State that are eligible for MSI grants do not apply. Those eligible for HSI grants tend to apply at a much higher rate than other categories of MSIs, which could be an artifact of the political advocacy of the Hispanic Association of Colleges and Universities (HACU). We encourage all that can apply to apply, as MSI programs have been shown to increase success amongst all students (Boland and Murphy, n.d.; Boland, n.d.; Conrad & Gasman, 2015). The U.S. federal government publishes the Federal Register, which includes announcements of deadlines for MSI grant competitions. MSIs can seek individual as well as coordinated grants, wherein they collaborate with another institution (which need not be an MSI).

Collaborate. MSIs have historically not collaborated beyond the specific MSI category. It would be advantageous for all MSIs to work together on sharing best practices and relevant information.

Spread the word. MSIs tend to be modest, which is an admirable quality. Yet it also does a disservice when critics spread a deficit narrative regarding MSIs. As this report illustrates, there are many things MSIs do right. They must broadcast this through various forms of media, especially social media. Emphasizing the power of communication is critical to all institutions.

Scale up. The way MSIs deploy their federally funded grant varies considerably. In many cases, an MSI creates a program directly targeting students of color. Research shows that such programs elevate students academically (Boland and Murphy, n.d.; Conrad & Gasman, 2015; Vargas & Villa-Palomino, 2019). It is imperative that institutions learn about the efficacy of MSI programs, as these could inform how the institution as a whole can better serve all students.

Advocacy. HSIs has a powerful political advocacy organization in HACU and HBCUs have long benefited from state and federal legislator support. This could explain why HSIs and HBCUs enjoy the overwhelming majority of federal funding via the Higher Education Act compared to other MSI categories. Mobilizing is critical to ensure state and federal government support. CUNY MSIs benefit from the New York State Assembly, which has historically been a tireless proponent of CUNY. Enlisting the support of policymakers is key for MSI success.

CONCLUSION

Though all states face uncertainty amidst the COVID pandemic, New York State and New York City have overcome dire challenges before. Its state leaders put in place an organized approach to higher education that served the state well throughout the 20th century. It must maintain vigilance in ensuring that its policy approach is suited for serving the state in the 21st century. The future of higher education in New York—and much of the U.S.—looks like MSIs. State leaders should learn from the power of MSIs to advance student success and continue to support MSIs and postsecondary institutions dedicated to harnessing the talents of students to build a better society.

William Casey Boland is a Senior Research Associate at the Rutgers Center for Minority Serving Institutions and an Assistant Professor in the Austin W. Marx School of Public and International Affairs at Baruch College—The City University of New York. Dr. Boland's research explores the impact of state and federal public policies on higher education, particularly minority serving institutions (MSIs). This includes how state accountability policies affect college outcomes, the relationship between finance public policies and student success, and the role of politics in policymaking for postsecondary education. His work has been published in the *American Educational Research Journal*, *Research in Higher Education*, *Educational Policy*, and the *British Journal of Sociology in Education*. He has presented at the annual meetings of the American Educational Research Association (AERA), the Association for the Study of Higher Education (ASHE), and the Association for Education Finance and Policy (AEFP). He earned his PhD at the University of Pennsylvania.

REFERENCES

- Boland, W. C., Gasman, M., Samayoa, A. C., & Bennett, D. (2019). The Effect of Enrolling in Minority Serving Institutions on Earnings Compared to Non-minority Serving Institutions: A College Scorecard Analysis. *Research in Higher Education*, 1-30.
- Boland, W. C., Gasman, M., Nguyen, T. H., & Castro Samayoa, A. (2018). The master plan and the future of California higher education: Assessing the impact of state policy on minority-serving institutions. *American Educational Research Journal*, 55(6), 1369-1399.
- Boland, W. C. (2018). Social mobility or social stratification? Exploring the relationship between public policy intervention and outcomes at minority serving institutions. Doctoral Dissertation, University of Pennsylvania.
- Boland, W.C. and Murphy, M. (unpublished). Expanding Postsecondary Opportunities for Hispanic Students in STEM: The Effects of Hispanic Serving Institution Grants on STEM Completions.
- Borough of Manhattan Community College. (2020). Retrieved from: <https://www.bmcc.cuny.edu/news/bmcc-receives-3-million-title-v-conexiones-project-grant/>
- Bureau of Labor Statistics. (n.d.). Economy at a glance: New York. Retrieved from: <https://www.bls.gov/eag/eag.ny.htm>.
- Chetty, R., Friedman, J. N., Saez, E., Turner, N., & Yagan, D. (2017). Mobility report cards: The role of colleges in intergenerational mobility. Working Paper No. 23618. *National Bureau of Economic Research*.
- Conrad, C. & Gasman, M. (2015). Educating a diverse nation: *Lessons from Minority Serving Institutions*. Cambridge, MA: Harvard University Press.
- Dynarski, S., & Scott-Clayton, J. (2013). Financial aid policy: Lessons from research (No. w18710). *National Bureau of Economic Research*.
- Espinosa, L. L., Kelchen, R., & Taylor, M. (2018). Minority serving institutions as engines of upward mobility. Washington, D.C.: *American Council on Education*.
- Espinosa, L. L., Turk, J. M., & Taylor, M. (2017). Pulling back the curtain: Enrollment and outcomes at minority serving institutions. Washington, D.C.: *American Council on Education*.
- Flores, S. M., & Park, T. J. (2013). Race, Ethnicity, and College Success: Examining the Continued Significance of the Minority-Serving Institution. *Educational Researcher*, 42(3), 115-128.
- Finney, J., Orosz, K., Riso, C., Boland, W. (2014). From master plan to mediocrity: higher education performance and policy in California. Philadelphia, PA: Institute for Research on Higher Education, Graduate School of Education, University of Pennsylvania.
- Garvin, G. & Daugherty, A. (February 9, 2018). They have been smeared, glorified, made political pawns. But who are the 'Dreamers' really? *Miami Herald*. Retrieved from: <http://www.miamiherald.com/news/local/immigration/article199160149.html>.
- Gasman, M., & Nguyen, T. H. (2019). *Making Black scientists: A call to action*. Harvard University Press.
- Gasman, M., Baez, B., & Turner, C.S.V. (Eds.). (2008). *Understanding Minority-Serving Institutions*. Albany, NY: State University of New York Press.
- Gonzales, R.G. (2015). Lives in Limbo: *Undocumented and Coming of Age in America*. University of California Press.
- Hillman, N. (2017). Getting oriented to the new college mobility data. Retrieved from <http://website.education.wisc.edu/nwhillman/index.php/2017/01/21/getting-oriented-to-the-new-college-mobility-data/>.
- Hubbard, S.M., & Stage, F.K. (2009). Attitudes, perceptions, and preferences of faculty at Hispanic Serving and Predominately Black institutions. *Journal of Higher Education*, 80(3), 270-289.
- Institute for Research on Higher Education. (2016). College Affordability Diagnosis: New York. Philadelphia, PA: Institute for Research on Higher Education, Graduate School of Education, University of Pennsylvania. <https://irhe.gse.upenn.edu/diagnosis>.
- National Immigration Law Center. (2017). DREAM ACT 2017 Summary and Answers to Frequently Asked Questions. Retrieved from: <https://www.nilc.org/issues/immigration-reform-and-executive-actions/dreamact/dream-act-2017-summary-and-faq/>.
- New York City Mayor's Office of Immigrant Affairs. (n.d.). Deferred Action for Childhood Arrivals (DACA). Retrieved from: <https://www1.nyc.gov/site/immigrants/help/legal-services/deferred-action.page>.
- New York State Education Department. (n.d.). About the University of the State of New York (USNY). Retrieved from: <http://www.nysed.gov/about/about-usny>.
- New York State Office of the Attorney General. (2020). Attorney General James' statement on DACA victory. Retrieved from: <https://ag.ny.gov/press-release/2020/attorney-general-james-statement-daca-victory>.
- New York City: <https://datausa.io/profile/geo/new-york-ny>.
- Park, T. J., Flores, S. M., & Ryan, C. J. (2018). Labor Market Returns for Graduates of Hispanic-Serving Institutions. *Research in Higher Education*, 59(1), 29-53.
- Perna, L. W. and Finney, J. E. (2014). *The Attainment Agenda: State Policy Leadership in Higher Education*. Baltimore: Johns Hopkins University Press.
- Perna, L., Lundy-Wagner, V., Drezner, N. D., Gasman, M., Yoon, S., Bose, E., & Gary, S. (2009). The contribution of HBCUs to the preparation of African American women for STEM careers: A case study. *Research in Higher Education*, 50(1), 1- 23.
- Richardson, R. C., Shakespeare, C., & Parker, T. (2005). *Public policy and higher education performance in the state of New York*. Alliance for International Higher Education Policy Studies.
- Scrivener, S., Weiss, M. J., Ratledge, A., Rudd, T., Sommo, C., & Fresques, H. (2015). Doubling graduation rates: Three-year effects of CUNY's Accelerated Study in Associate Programs (ASAP) for developmental education students. MDRC.
- State Higher Education Executive Officers Association. (2018). SHEF: FY 2017. State higher education finance. Retrieved from: <http://www.sheeo.org/projects/shef---state-higher-education-finance>.
- Suggs, C. (2016). Troubling Gaps in HOPE Point to Need-based Aid Solutions. *Georgia Budget & Policy Institute*. Retrieved from: <https://gbpi.org/wp-content/uploads/2016/09/Troubling-Gaps-in-HOPE-Point-to-Need-based-Aid-Solutions.pdf>.
- Svajlenka, N.P., Jawetz, T. & Bautista-Chavez, A. (2017). A New Threat to DACA Could Cost States Billions of Dollars. Center for American Progress. Retrieved from: <https://www.americanprogress.org/issues/immigration/news/2017/07/21/436419/new-threat-daca-cost-states-billions-dollars/>.

U.S. Census Bureau. (n.d.a.). New York. Retrieved from: <https://data.census.gov/cedsci/profile?q=New%20York&g=0400000US36>.

U.S. Census Bureau. (n.d.b.). New York: Quick Facts. Retrieved from <https://www.census.gov/quickfacts/NY>.

U.S. Citizenship & Immigration Services. (n.d.). Consideration of Deferred Action for Childhood Arrivals (DACA). Retrieved from: <https://www.uscis.gov/archive/consideration-deferred-action-childhood-arrivals-daca>.

U.S. Department of Education. (2018). 2018 Developing Hispanic-Serving Institutions Program: New Award Abstracts. Retrieved from: <https://www2.ed.gov/programs/idadeshi/awards.html>.

U.S. Department of Education. (2016a). Developing Hispanic-Serving Institutions Program. FY 2016 Project Abstracts of New Awards. Retrieved from <https://www2.ed.gov/programs/idadeshi/awards.html>.

U.S. Department of Education. (2016b). Asian American and Native American Pacific Islander-Serving Institutions Program- Part F. FY 2016 Project Abstracts. Retrieved from: <https://www2.ed.gov/programs/aanapi/awards.html>.

U.S. Department of Education. (2016). Strengthening Predominantly Black Institutions (Formula Grants) Program: FY 2010 Project Abstracts. Retrieved from: <https://www2.ed.gov/programs/pbihea/awards.html>.

U.S. Department of Education. (2014). Developing Hispanic-Serving Institutions Program. FY 2016 Project Abstracts of New Awards. Retrieved from <https://www2.ed.gov/programs/idadeshi/awards.html>.

U.S. Department of Education. (n.d.a). College Navigator. Retrieved from: <https://nces.ed.gov/collegenavigator/?s=FL&l=92+93+94>.

U.S. Department of Education. (n.d.b). Fast Facts: Financial Aid. Retrieved from <https://nces.ed.gov/fastfacts/display.asp?id=31>.

Valbrun, M. (2020, June). Lives and livelihoods. Retrieved from: <https://www.insidehighered.com/news/2020/06/23/cuny-system-suffers-more-coronavirus-deaths-any-other-higher-ed-system-us>.

Vargas, N., & Villa-Palomino, J. (2019). Racing to Serve or Race-ing for Money? Hispanic-serving Institutions and the Colorblind Allocation of Racialized Federal Funding. *Sociology of Race and Ethnicity*, 5(3), 401–415.

Webber, D. A., & Ehrenberg, R. G. (2010). Do expenditures other than instructional expenditures affect graduation and persistence rates in American higher education? *Economics of Education Review*, 29(6), 947-958.