

Characteristics of Minority-Serving Institutions and Minority Undergraduates Enrolled in These Institutions

Postsecondary Education Descriptive Analysis Report



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Postsecondary Education Descriptive Analysis Report

November 2007

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Executive Summary

As the United States becomes more racially and ethnically diverse and its economy more global and knowledge-based, many are becoming increasingly concerned about improving minority students' participation and success in postsecondary education¹ (Brown, Santiago, and Lopez 2003; Schmidt 2003; Olivas 2005; Perna et al. 2005; Kelly 2005; Stavans 2006). Institutions serving high proportions of minority students, called "minority-serving institutions" (MSIs), play a significant role in this effort.

The purpose of this study is to provide a comprehensive profile of all types of MSIs in the United States and to examine the characteristics of minority students who attend these institutions. The report adds to earlier research focusing on single types of MSIs—primarily Historically Black Colleges and Universities (HBCUs²) (e.g., Provasnik and Shafer 2004), Hispanic-serving³ institutions (HSIs) (e.g., Stearns and Watanabe 2002; Santiago 2006), or Tribal Colleges and

Universities (TCUs⁴) (e.g., American Indian Higher Education Consortium 1999). In contrast to earlier research, this study examines all types of MSIs side by side and includes private for-profit institutions, which are typically excluded from studies on MSIs.

This report consists of three sections, beginning with an overview of MSIs, discussing the major trends between 1984 and 2004 in the participation of minority students in U.S. higher education and the extent to which MSIs enroll minority students. This overview is followed by a description of how MSIs differed from other institutions in terms of their major institutional characteristics (e.g., sector,⁵ admissions selectivity, and population size of low-income students) in 2004. The report ends with an analysis of the demographic and enrollment characteristics of minority students attending MSIs and how they differ from those attending non-MSIs and across various types of MSIs. Findings from this report are descriptive in nature; they do not imply causality or identify reasons for the trends or differences observed.

¹ "Minority students" refers to students who are Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native.

² HBCUs are identified by law as degree-granting institutions established before 1964 with the principal mission of educating Black Americans.

³ These are institutions defined as "Hispanic-serving" by the Office for Civil Rights (OCR). They are degree-granting institutions with a full-time-equivalent undergraduate enrollment of 25 percent or more Hispanic students, and at least 50 percent of these Hispanic students have incomes at or below 150 percent of the poverty level as defined by the U.S. Census Bureau

(<http://www.census.gov/hhes/www/poverty/threshld.html>).

The federal government did not classify institutions as Hispanic-serving until 1992 (Schmidt 2003).

⁴ TCUs are members of the American Indian Higher Education Consortium (AIHEC) and, for the most part, are controlled by tribes and located on reservations. AIHEC was founded in 1972, initially consisting of six TCUs. Today, AIHEC has grown to represent more than 30 colleges in the United States and one Canadian institution (<http://www.aihec.org/>).

⁵ A characteristic indicating both the control (public, private not-for-profit, or private for-profit) and level (4-year, 2-year, or less-than-2-year) of a postsecondary institution. Less-than-2-year institutions are excluded from this study, however.

Data and Definition of MSIs

The first two sections of this report are based on data from the Integrated Postsecondary Education Data System (IPEDS), comparing data from 1984, 1994, and 2004. In the third (and last) section, the analysis is based on the most recent administration of the National Postsecondary Student Aid Study (NPSAS:04). Both surveys are conducted by the National Center for Education Statistics.

The institution coverage is limited to 2- and 4-year degree-granting Title IV⁶ postsecondary institutions that enrolled undergraduates and were located in the 50 states and the District of Columbia. Data presented in the first two sections of this report were generated from a universe of institutions totaling 3,060 in 1984, 3,299 in 1994, and 3,935 in 2004. The estimates based on NPSAS:04 data were generated from an analysis sample of about 20,000 minority undergraduate students who attended about 1,000 institutions in the academic year 2003–04.

Institutions were classified as minority-serving based on either one of two *separate* criteria: legislation or the percentage of minority student enrollment. In Title III of the Higher Education Act of 1965, Congress identified a specific set of accredited institutions that had been founded prior to 1964 and whose primary mission was the education of African Americans as Historically Black Colleges and Universities (HBCUs). About 100 institutions were considered HBCUs during the time period of this study, most (about 90) of which have been in existence as higher education institutions for over a century (Provasnik and Shafer 2004, table A-9).

⁶ Title IV status means an institution signs a Title IV participation agreement with the U.S. Department of Education, making it eligible for federal student aid programs. Title IV status was not designated in 1984 and 1994.

Tribal Colleges and Universities (TCUs) are also designated by law. They include institutions cited in Section 532 of the Equity in Educational Land-Grant Status Act of 1994, any other institution that qualifies for funding under the Tribally Controlled Community College Assistance Act of 1978, and Diné College, authorized in the Navajo Community College Assistance Act of 1978. Most of these institutions are chartered by tribes themselves and serve American Indian students on reservations, although a few have been chartered by the federal government to serve American Indian populations. Both HBCUs and TCUs are defined by law, and therefore cannot increase in number unless Congress acts to designate additional institutions as HBCUs or TCUs.

Enrollment-based criteria were used to identify institutions that served substantial proportions of minority students but did not have legal status as an HBCU or TCU. To avoid the definition inconsistency sometimes seen in the literature on MSIs,⁷ this study refers to undergraduate enrollment⁸ in defining the various categories of MSIs. Thus, the minority-serving status classification for 1984 refers to fall 1984 undergraduate enrollment; that for 1994 refers to fall 1994 undergraduate enrollment; and that for 2004 refers to fall 2004 undergraduate enrollment.

⁷ For example, OCR's definition for Hispanic-serving institutions refers to FTE (full-time-equivalent) undergraduate enrollment, while its definition for MSIs refers to total headcounts (i.e., without converting part-time enrollment to its full-time-equivalent) of both undergraduate and graduate enrollment.

⁸ IPEDS data treat all nonresident alien students as a single group and do not identify them by race/ethnicity, and therefore nonresident alien students are excluded from all of the minority enrollment counts. However, to be consistent with the *Digest of Education Statistics* (e.g., U.S. Department of Education 2005, table 206), nonresident aliens are included in the total undergraduate enrollment count used in the denominator for calculating the percentage of minority enrollment and, therefore, are also included for defining the various subgroups of MSIs.

For the most part, institutions that enroll at least 25 percent of a specific minority group are designated as “minority-serving” for that group. As enrollment patterns change over time, and as the population of minority students grows overall, the number of minority-serving institutions that are identified through enrollment-based criteria changes as well. Interested readers may consult appendix B, table B-2 for more detail on the dynamic aspect of the minority-serving status of institutions based on minority student enrollment.

Applying both sets of definition criteria, degree-granting Title IV institutions are classified into seven mutually exclusive categories as follows:

- (1) HBCUs;
- (2) Black-serving non-HBCUs: institutions that are not HBCUs/TCUs but in which Black students constitute at least 25 percent of the total undergraduate enrollment, while students of all other individual minority groups each constitute less than 25 percent of the total undergraduate enrollment;
- (3) Hispanic-serving: institutions that are not HBCUs/TCUs and in which Hispanic students constitute at least 25 percent of the undergraduate enrollment, while students of all other individual minority groups each constitute less than 25 percent of the total undergraduate enrollment;⁹
- (4) Asian-serving: institutions that are not HBCUs/TCUs and in which Asian/Pacific Islander students constitute at least 25 percent of the total undergraduate enrollment, while students in each of the other minority groups constitute less than 25 percent of the total undergraduate enrollment;
- (5) American Indian-serving: TCUs or institutions that are not HBCUs/TCUs but in which American Indian/Alaska Native students constitute at least 25 percent of the total undergraduate enrollment, while students in each of the other minority groups constitute less than 25 percent of the total undergraduate enrollment;¹⁰
- (6) Other minority-serving: institutions that do not fit any of the above categories but in which minority students as a whole constitute at least 50 percent of the total undergraduate enrollment; and
- (7) Non-minority-serving: institutions that do not meet any of the criteria described above.

The universe of MSIs consists of institutions in the first six categories as defined above: these institutions are the focus of this study and are compared throughout with non-MSIs, the last category. Appendix C provides a complete list of all MSIs in 2004 covered in this study.

IPEDS is a census survey, and therefore the statistics presented in the first two sections of this report are not subject to sampling error. In contrast, the estimates presented in the last section are subject to sampling error because NPSAS:04 is a sample survey. Comparisons made in the last section were tested using Student’s *t* statistic, and

⁹ For 2004 data, this category also includes institutions defined by OCR as Hispanic-serving in 2003; they totaled 314, the vast majority (97 percent) coinciding with the 25 percent “critical mass” threshold used in this study.

¹⁰ Because of the relatively small total number of either TCUs or American Indian-serving non-TCUs, data for these two subgroups are combined together as one single entity within MSIs, recognizing their definition differences notwithstanding.

differences cited were statistically significant at the .05 level. It should be noted that both the IPEDS and NPSAS data are subject to nonsampling error (e.g., bias due to survey nonresponse that is not corrected by weighting). Both sampling and nonsampling errors are explained in more detail in appendix B.

Overview

During the two decades between fall 1984 and 2004, minority undergraduate enrollment increased from 1.9 to 4.7 million, a growth rate of 146 percent (table 1-A). This growth rate is higher than that for White undergraduate enrollment (15 percent) and raised the proportion of undergraduate students who were Black, Hispanic, Asian, and American Indian from 18 percent in 1984 to 32 percent in 2004 (figure A).

Accordingly, the universe of MSIs expanded from 414 in 1984 to 1,254 in 2004 (table 2), accounting for almost one-third (32 percent) of all degree-granting Title IV institutions in 2004, up from 14 percent in 1984 (figure A).

The increase in the total number of MSIs resulted primarily from the growth in Hispanic-serving institutions and Black-serving non-HBCUs. In 1984, some 58 institutions were identified as Hispanic-serving; this figure increased to 366 in 2004 (table 2), representing a gain from 2 to 9 percent in the proportion among all degree-granting institutions (figure B). The proportion of institutions that were Black-serving non-HBCUs was 16 percent in 2004, compared with 7 percent in 1984. In contrast, the other four types of MSIs each accounted for less than 3 percent of all degree-granting institutions in 2004.

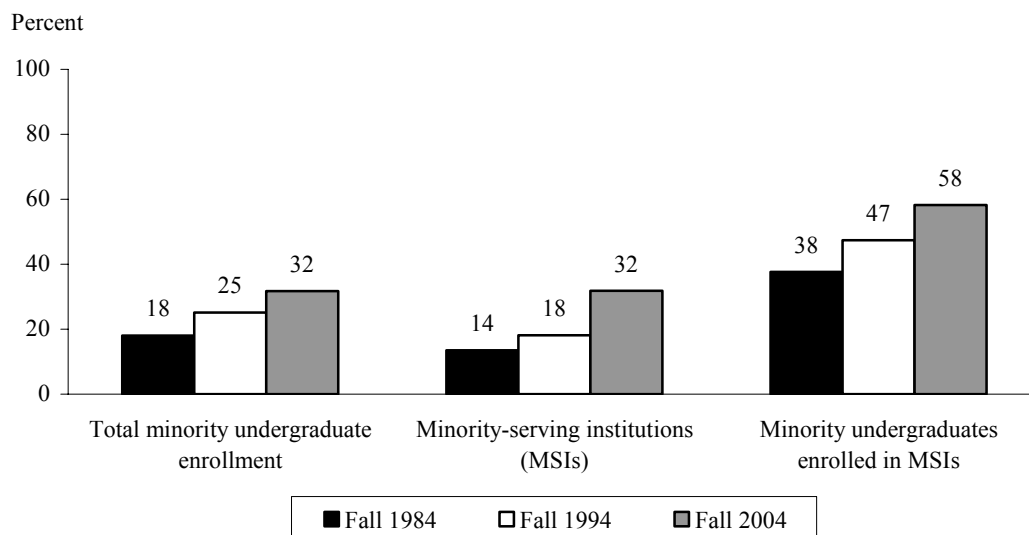
The increased prominence of MSIs is also evident when viewed by levels of their minority student enrollment. In 1984, MSIs as a whole enrolled 38 percent of all minority students; in 1994, this proportion increased to 47 percent, and by 2004, more than half (58 percent) of minority students were enrolled in MSIs (figure A). Hispanic-serving institutions enrolled the largest proportion of minority students in 2004 (27 percent), followed by Black-serving non-HBCUs (16 percent), Asian-serving institutions (8 percent), HBCUs (5 percent), and American Indian-serving institutions (1 percent) (table 3-B).

In addition to enrolling approximately one-half of all Hispanic undergraduates in 2004, Hispanic-serving institutions also enrolled 19 percent, 13 percent, and 11 percent of the total enrollment of Asians, American Indians, and Blacks, respectively (table 3-C). At these enrollment rates, the contribution made by Hispanic-serving institutions to the undergraduate education of Asians, American Indians, and Blacks was comparable to that made by Asian-serving institutions (24 percent), American Indian-serving institutions (16 percent), and HBCUs (12 percent), respectively.

Characteristics of Minority-Serving Institutions

Along with having high minority enrollment, MSIs differed from non-MSIs with respect to other institutional characteristics. In particular, sector differences were evident, with MSIs as a whole having a much lower proportion of member institutions in the public 4-year or private not-for-profit 4-year sectors than non-MSIs (30 vs. 58

Figure A. Percentage of minority students in total undergraduate enrollment, percentage of all degree-granting postsecondary institutions that were minority-serving, and percentage of all minority undergraduate students who were enrolled in minority-serving institutions: Fall 1984, 1994, and 2004



NOTE: “Minority-serving institutions (MSIs)” refers to the following six mutually exclusive categories of institutions: (1) HBCU (Historically Black Colleges and Universities); (2) Black-serving, non-HBCU (institutions that are not HBCU but in which Black undergraduates constitute 25 percent or more of the total undergraduate enrollment); (3) Hispanic-serving (institutions in which Hispanics constitute 25 percent or more of the total undergraduate enrollment or institutions designated as Hispanic-serving in 2003 by the Office for Civil Rights); (4) Asian-serving (institutions in which Asian/Pacific Islander undergraduates constitute 25 percent or more of the total undergraduate enrollment); (5) American Indian-serving (Tribal Colleges and Universities [TCU] or institutions in which American Indian/Alaska Native undergraduates constitute 25 percent or more of the total undergraduate enrollment); and (6) Other minority-serving institutions (those that fall into none of the above minority-serving categories but in which students in at least two of the four individual minority groups constitute at least 25 percent of the total undergraduate enrollment or minority students combined constitute at least 50 percent of the total undergraduate enrollment) (see detailed definitions in report text). Data are for degree-granting institutions of higher education that were located in the 50 states and the District of Columbia and had reported undergraduate enrollment in the survey year; nonresident alien students were excluded from the minority enrollment counts. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 1984, 1994, and 2004.

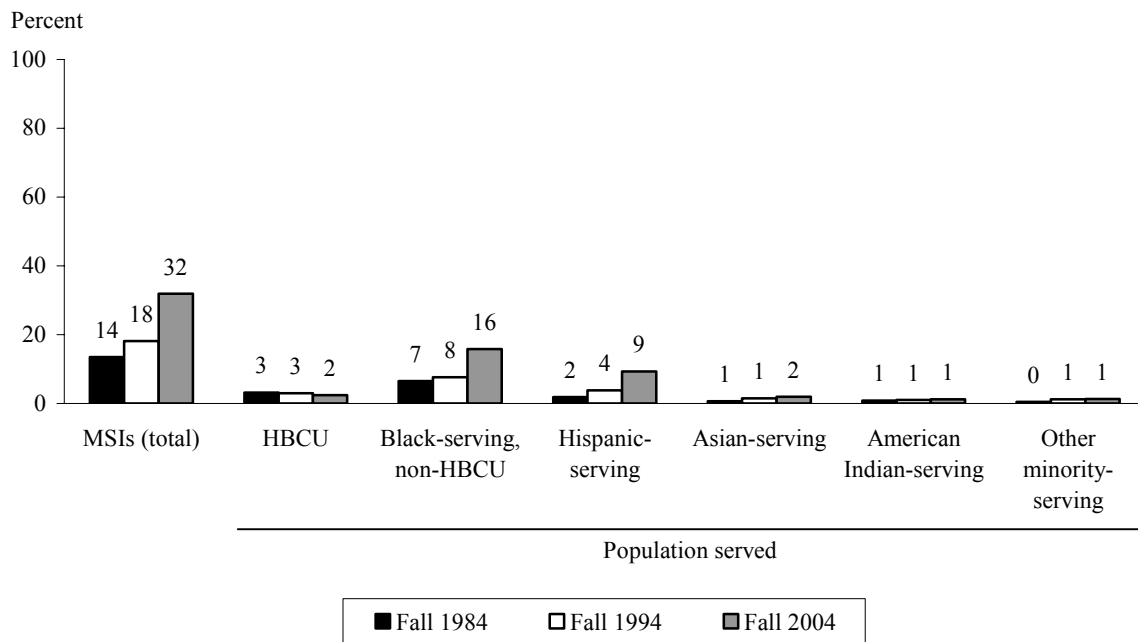
percent) (figure C, text table 4-A). However, all subgroups of MSIs did not have a lower proportion of institutions falling into the public 4-year and private not-for-profit 4-year sectors than did non-MSIs. In fact, the large majority (87 percent) of HBCUs were in the public and private not-for-profit 4-year sectors in 2004, followed by Asian-serving institutions that were almost on par with non-MSIs (55 vs. 58 percent). In contrast, among Hispanic- and Black-serving non-HBCUs, the largest proportion of institutions (41–43

percent) were in the private for-profit sector,¹¹ higher than the proportion in either the public or private not-for-profit 4-year sectors (21–24 percent) or public 2-year¹² sector (31–32 percent). American Indian institutions, on the other hand, had the largest proportion of institutions in the public 2-year sector (48 percent).

¹¹ Hereafter “for-profit” includes both 2- and 4-year private for-profit institutions unless explained otherwise.

¹² “Public 2-year institutions” is used interchangeably with “community colleges” throughout this report.

Figure B. Percentage of degree-granting postsecondary institutions that were minority-serving, by population served: Fall 1984, 1994, and 2004



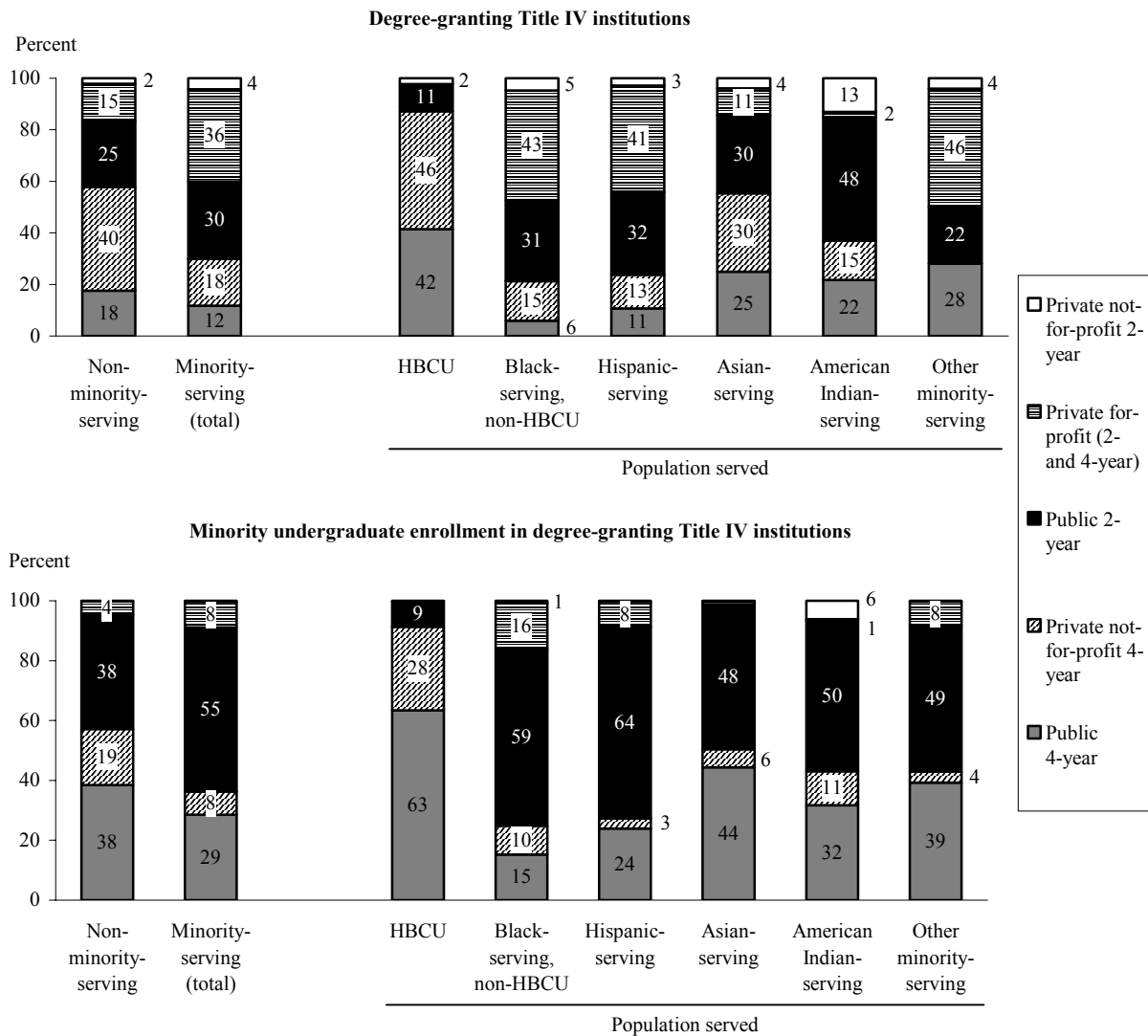
NOTE: “Minority-serving institutions (MSIs)” refers to the following six mutually exclusive categories of institutions: (1) HBCU (Historically Black Colleges and Universities); (2) Black-serving, non-HBCU (institutions that are not HBCU but in which Black undergraduates constitute 25 percent or more of the total undergraduate enrollment); (3) Hispanic-serving (institutions in which Hispanics constitute 25 percent or more of the total undergraduate enrollment or institutions designated as Hispanic-serving in 2003 by the Office for Civil Rights); (4) Asian-serving (institutions in which Asian/Pacific Islander undergraduates constitute 25 percent or more of the total undergraduate enrollment); (5) American Indian-serving (Tribal Colleges and Universities [TCU] or institutions in which American Indian/Alaska Native undergraduates constitute 25 percent or more of the total undergraduate enrollment); and (6) Other minority-serving institutions (those that fall into none of the above minority-serving categories but in which students in at least two of the four individual minority groups constitute at least 25 percent of the total undergraduate enrollment or minority students combined constitute at least 50 percent of the total undergraduate enrollment) (see detailed definitions in report text). Data are for degree-granting institutions of higher education that were located in the 50 states and the District of Columbia and had reported undergraduate enrollment in the survey year. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 1984, 1994, and 2004.

When examined with respect to minority student enrollment, however, the majority (59–64 percent) of students enrolled in Black-serving non-HBCUs and Hispanic-serving institutions attended public 2-year institutions (figure C, table 4-C). Even though the largest proportions of Hispanic-serving institutions and Black-serving

non-HBCUs were in the private for-profit sector, these institutions enrolled proportionally fewer students (8–16 percent) than did the public 2-year sector; about one-quarter (25–27 percent) of their total minority enrollment was distributed in the public and private not-for-profit 4-year sectors.

Figure C. Percentage distribution of degree-granting Title IV institutions and percentage distribution of their minority undergraduate enrollment, by sector, minority-serving status of institution, and population served: Fall 2004



NOTE: Institutions are classified into the following seven mutually exclusive categories based on their minority-serving status, with the last six categories constituting the universe of minority-serving institutions (MSIs): (1) non-minority-serving (institutions that do not meet the criteria that define the six minority-serving categories explained next); (2) HBCU (Historically Black Colleges and Universities); (3) Black-serving, non-HBCU (institutions that are not HBCU but in which 25 percent or more of the total undergraduate enrollment are Black students); (4) Hispanic-serving (institutions in which 25 percent or more of the total undergraduate enrollment are Hispanic students or institutions designated as Hispanic-serving in 2003 by the Office for Civil Rights); (5) Asian-serving (institutions in which Asian/Pacific Islander undergraduates constitute 25 percent or more of the total undergraduate enrollment); (6) American Indian-serving (Tribal Colleges and Universities [TCU] or institutions in which 25 percent or more of the total undergraduate enrollment are American Indian/Alaska Native students); and (7) Other minority-serving institutions (those that fall into none of the above minority-serving categories but in which students in at least two of the four individual minority groups constitute at least 25 percent of the total undergraduate enrollment or minority students combined constitute at least 50 percent of the total undergraduate enrollment (see detailed definitions in report text). Data are for institutions that were located in the 50 states and the District of Columbia and had reported undergraduate enrollment in the survey year. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2004.

Carnegie Classification, Selectivity, and Graduation Rates

Examining MSIs based on their Carnegie classifications¹³ reveals other differences among MSIs. Close to half (47 percent) of 4-year Asian-serving institutions were doctoral institutions, a higher proportion than in the other subgroups of MSIs (no more than 12 percent) as well as in non-MSIs (13 percent) (table 5). Among public and private not-for-profit 4-year institutions, MSIs as a whole and their individual subgroups (except for Asian-serving institutions) had higher proportions with open admissions policies than did non-MSIs (23–76 vs. 9 percent) (figure D). Asian-serving public and private not-for-profit 4-year institutions had the highest proportion of very selective institutions (41 vs. 15 percent or less) (table 6).

Variation both between MSIs and non-MSIs and within MSIs was also observed in graduation rate. Among 4-year degree-granting institutions in 2004, MSIs as a whole had a lower average 6-year graduation rate than did their non-MSI counterparts (41 vs. 54 percent) (figure E). In fact, all subgroups of 4-year MSIs except Asian-serving institutions reported lower 6-year graduation rates than did non-MSIs (28–44 vs. 54 percent). On average, Asian-serving institutions, the most selective of all types of institutions, had almost two-thirds (65 percent) of their first-time, full-time freshmen graduate in 6 years.

Regional Location

The concentration of MSIs within geographic regions¹⁴ (table 8-A) corresponds to the

concentration of racial and ethnic minority groups in the general U.S. population (table 8-B). In 2004, Black-serving institutions (both HBCUs and non-HBCUs) were mainly located in the Southeast, Mid East, and Great Lakes (the Southeast alone accounted for 74 percent of all HBCUs and 59 percent of all non-HBCUs). These regions also accounted for the majority (78 percent) of the total Black population. Similarly, Hispanic-serving institutions were concentrated in either the Far West (42 percent) or Southwest (33 percent), reflecting the high concentration (60 percent) of the general Hispanic population in these two regions. The Far West also was the regional location of three-quarters (75 percent) of Asian-serving institutions, again mirroring the high representation of the Asian population (49 percent) in this region. For American Indian-serving institutions, however, with the exception of the Southwest, the regional location of institutions did not closely mirror the general population. For example, 35 percent of American Indian-serving institutions are located in the Plains region, which is home to only 8 percent of the total American Indian population; on the other hand, not a single American Indian-serving institution is located in the 12-state Southeast region, home to 16 percent of the total American Indian population in 2004.

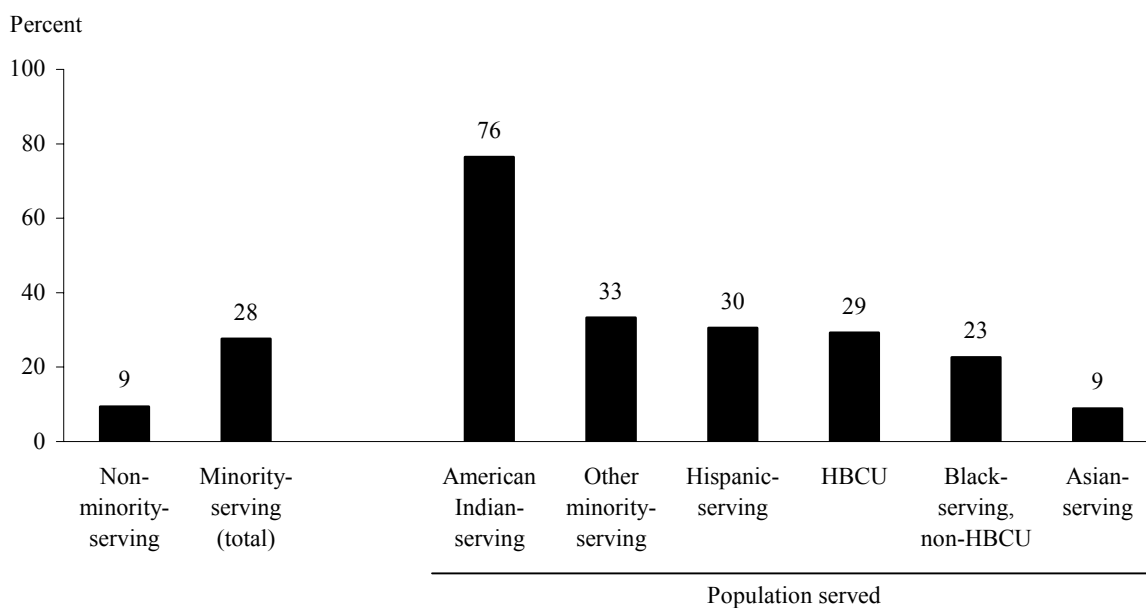
Gender and Low-Income Student Enrollment

Women accounted for 57 percent of the total U.S. undergraduate enrollment in 2004 (U.S. Department of Education 2005, table 185). The proportion of institutions with this degree of an imbalance in their undergraduate enrollment favoring women was higher among MSIs as a whole than among non-MSIs (67 vs. 52 percent) (figure F). However, Asian-serving institutions

¹³ See appendix A for details.

¹⁴ Regions in this report come from IPEDS, which identifies eight regions (New England, Mid East, Great Lakes, Plains, Southeast, Southwest, Rocky Mountains, and Far West) (see footnote 17 in main body of text for more detail). The U.S. Census, however, identifies four regions (Northeast, South, Midwest, and West).

Figure D. Percentage of degree-granting Title IV institutions that had an open admissions policy, by minority-serving status of institution and population served: Fall 2004



NOTE: Institutions are classified into the following seven mutually exclusive categories based on their minority-serving status, with the last six categories constituting the universe of minority-serving institutions (MSIs): (1) non-minority-serving (institutions that do not meet the criteria that define the six minority-serving categories explained next); (2) HBCU (Historically Black Colleges and Universities); (3) Black-serving, non-HBCU (institutions that are not HBCU but in which 25 percent or more of the total undergraduate enrollment are Black students); (4) Hispanic-serving (institutions in which 25 percent or more of the total undergraduate enrollment are Hispanic students or institutions designated as Hispanic-serving in 2003 by the Office for Civil Rights); (5) Asian-serving (institutions in which Asian/Pacific Islander undergraduates constitute 25 percent or more of the total undergraduate enrollment); (6) American Indian-serving (Tribal Colleges and Universities [TCU] or institutions in which 25 percent or more of the total undergraduate enrollment are American Indian/Alaska Native students); and (7) Other minority-serving institutions (those that fall into none of the above minority-serving categories but in which students in at least two of the four individual minority groups constitute at least 25 percent of the total undergraduate enrollment or minority students combined constitute at least 50 percent of the total undergraduate enrollment (see detailed definitions in report text). Data are for 4-year, not-for-profit institutions that were located in the 50 states and the District of Columbia and had reported undergraduate enrollment in the survey year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2004.

were an exception to this pattern: fewer than half (42 percent) of all Asian-serving institutions exceeded the level at which females were represented nationally in undergraduate student enrollments.

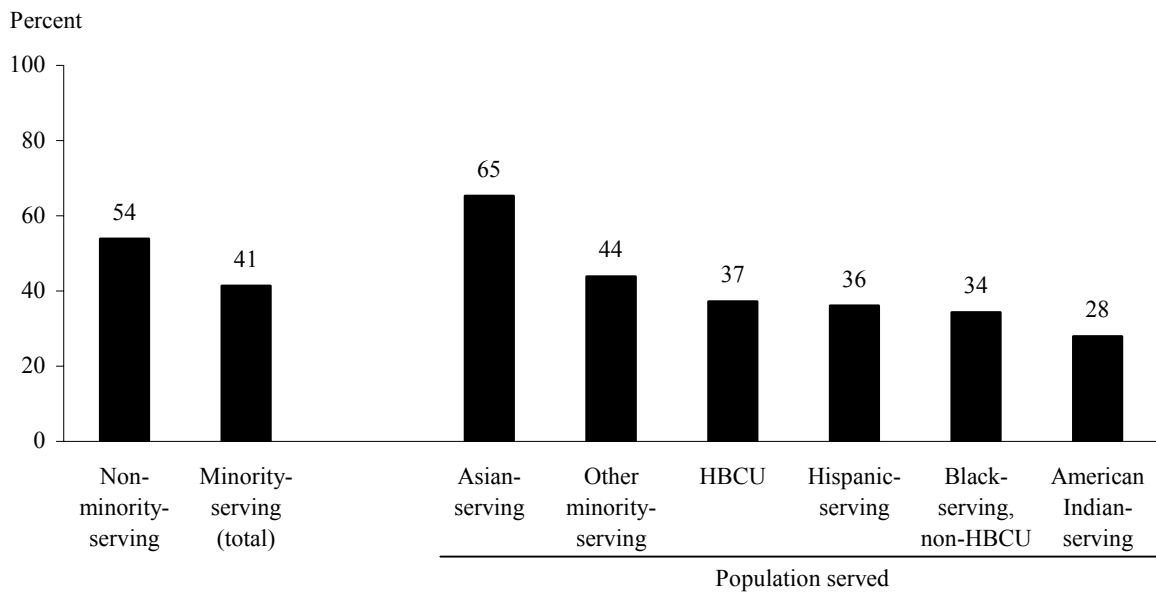
The proportion of total undergraduate enrollment that were low-income students (i.e., those who were Pell Grant recipients¹⁵) averaged

41 percent among MSIs, compared with approximately one-fifth (21 percent) among non-MSIs (figure G).¹⁶ However, as with other characteristics, there was considerable variation among MSI subgroups. Black-serving non-HBCUs and Hispanic-serving institutions, the two largest subgroups of MSIs, had the highest average enrollments of low-income students (44

¹⁵ Pell Grants are awarded by the federal government exclusively to low-income students.

¹⁶ Public 2-year institutions were excluded from this part of the analysis, because many of their dependent low-income students do not apply for financial aid (Adelman 2005, appendix E).

Figure E. Average enrollment weighted 6-year graduation rate of 4-year degree-granting Title IV institutions, by minority-serving status of institution and population served: Fall 2004



NOTE: Institutions are classified into the following seven mutually exclusive categories based on their minority-serving status, with the last six categories constituting the universe of minority-serving institutions (MSIs): (1) non-minority-serving (institutions that do not meet the criteria that define the six minority-serving categories explained next); (2) HBCU (Historically Black Colleges and Universities); (3) Black-serving, non-HBCU (institutions that are not HBCU but in which 25 percent or more of the total undergraduate enrollment are Black students); (4) Hispanic-serving (institutions in which 25 percent or more of the total undergraduate enrollment are Hispanic students or institutions designated as Hispanic-serving in 2003 by the Office for Civil Rights); (5) Asian-serving (institutions in which Asian/Pacific Islander undergraduates constitute 25 percent or more of the total undergraduate enrollment); (6) American Indian-serving (Tribal Colleges and Universities [TCU] or institutions in which 25 percent or more of the total undergraduate enrollment are American Indian/Alaska Native students); and (7) Other minority-serving institutions (those that fall into none of the above minority-serving categories but in which students in at least two of the four individual minority groups constitute at least 25 percent of the total undergraduate enrollment or minority students combined constitute at least 50 percent of the total undergraduate enrollment (see detailed definitions in report text). Data are for institutions that were located in the 50 states and the District of Columbia and had reported undergraduate enrollment in the survey year. See appendix A for details about how 6-year graduation rates are calculated in this study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2004.

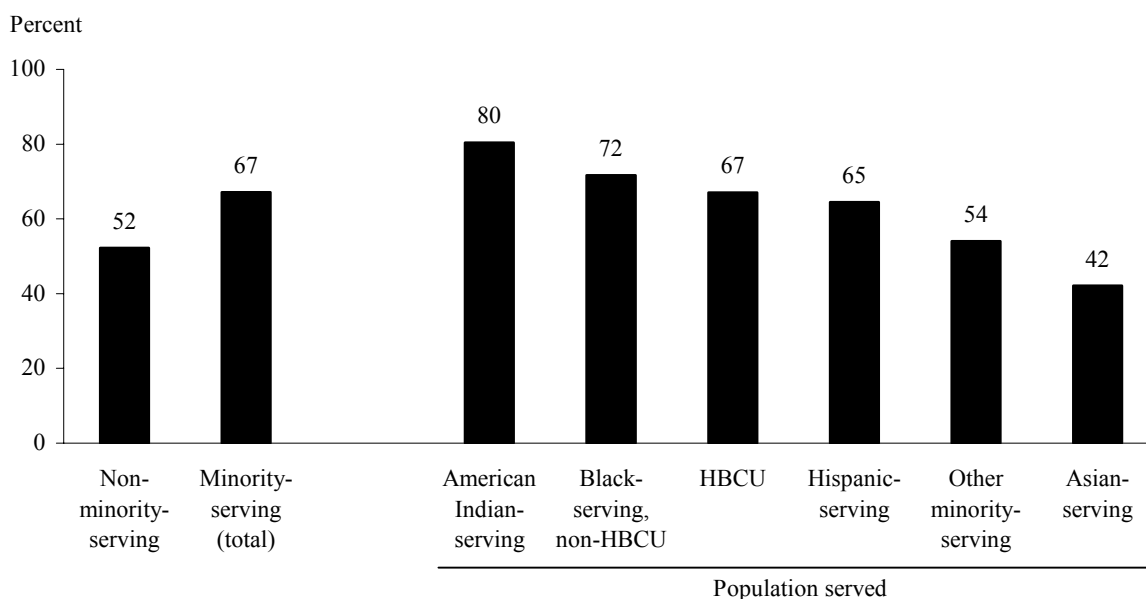
and 42 percent, respectively), followed by HBCUs and American Indian-serving institutions (33 and 34 percent, respectively). Low-income students constituted, on average, 21 percent of the total enrollment among Asian-serving institutions, the only subgroup of MSIs that did not enroll more low-income students than did non-MSIs.

Characteristics of Minority Students Enrolled in MSIs and Elsewhere

In this section, undergraduate students in the three largest racial/ethnic minority groups (i.e., Black, Hispanic, and Asian)¹⁷ are examined separately and within institution sectors. Students in MSIs are compared with those attending

¹⁷ Sample sizes for American Indians/Alaska Natives are too small for inclusion in this part of the study.

Figure F. Percentage of degree-granting Title IV institutions with female undergraduate enrollment above the national level, by minority-serving status of institution and population served: Fall 2004



NOTE: Institutions are classified into the following seven mutually exclusive categories based on their minority-serving status, with the last six categories constituting the universe of minority-serving institutions (MSIs): (1) non-minority-serving (institutions that do not meet the criteria that define the six minority-serving categories explained next); (2) HBCU (Historically Black Colleges and Universities); (3) Black-serving, non-HBCU (institutions that are not HBCU but in which 25 percent or more of the total undergraduate enrollment are Black students); (4) Hispanic-serving (institutions in which 25 percent or more of the total undergraduate enrollment are Hispanic students or institutions designated as Hispanic-serving in 2003 by the Office for Civil Rights); (5) Asian-serving (institutions in which Asian/Pacific Islander undergraduates constitute 25 percent or more of the total undergraduate enrollment); (6) American Indian-serving (Tribal Colleges and Universities [TCU] or institutions in which 25 percent or more of the total undergraduate enrollment are American Indian/Alaska Native students); and (7) Other minority-serving institutions (those that fall into none of the above minority-serving categories but in which students in at least two of the four individual minority groups constitute at least 25 percent of the total undergraduate enrollment or minority students combined constitute at least 50 percent of the total undergraduate enrollment (see detailed definitions in report text). Data are for institutions that were located in the 50 states and the District of Columbia and had reported undergraduate enrollment in the survey year. In 2004, undergraduate women constituted 57 percent of the total U.S. undergraduate enrollment.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2004.

non-MSIs to examine differences in their major demographic and enrollment characteristics.

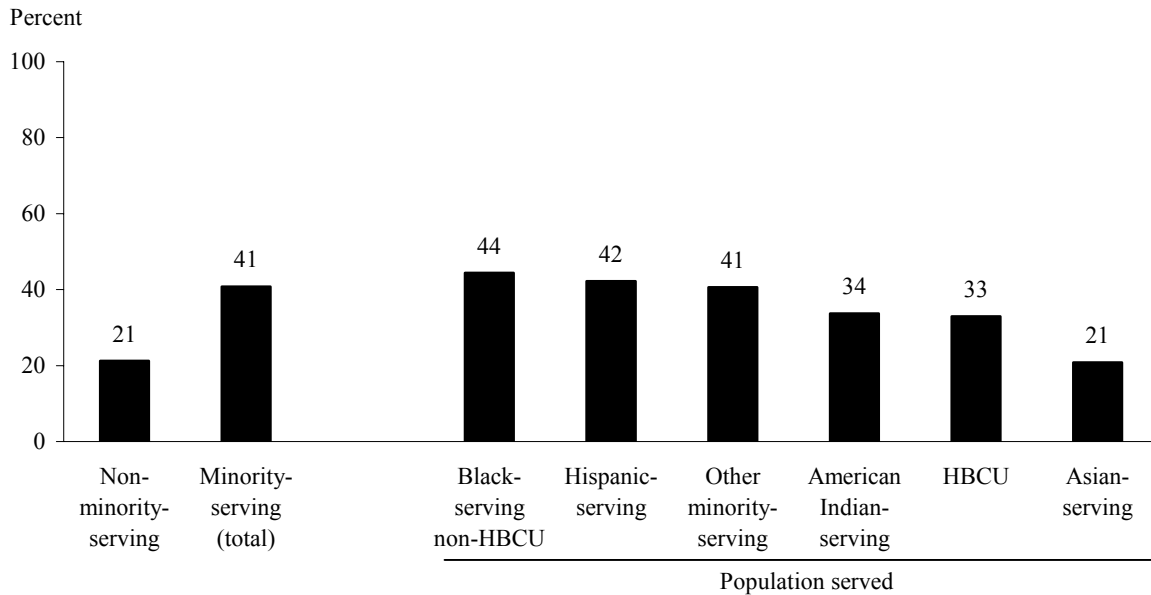
Among Black undergraduates enrolled in 4-year Black-serving non-HBCU institutions (either public or private not-for-profit), a higher proportion possessed characteristics common to nontraditional students¹⁸ than did Black students

enrolled in comparable non-MSIs. For instance, among those in the public 4-year sector, about half (49 percent) of Black students in MSIs that were Black-serving non-HBCUs were age 24 or older, compared with roughly one-third (36 percent) of

enrollment into postsecondary education, attended part time, were financially independent, worked full time while enrolled, had dependents other than a spouse, were single parents, or did not obtain a standard high school diploma (Horn 1996; Choy 2002).

¹⁸ “Nontraditional students” refers to those with the presence of one or more of the following characteristics: delayed

Figure G. Average percentage of total undergraduate enrollment that were low-income students in degree-granting Title IV institutions, by minority-serving status of institution and population served: Fall 2004



NOTE: Institutions are classified into the following seven mutually exclusive categories based on their minority-serving status, with the last six categories constituting the universe of minority-serving institutions (MSIs): (1) non-minority-serving (institutions that do not meet the criteria that define the six minority-serving categories explained next); (2) HBCU (Historically Black Colleges and Universities); (3) Black-serving, non-HBCU (institutions that are not HBCU but in which 25 percent or more of the total undergraduate enrollment are Black students); (4) Hispanic-serving (institutions in which 25 percent or more of the total undergraduate enrollment are Hispanic students or institutions designated as Hispanic-serving in 2003 by the Office for Civil Rights); (5) Asian-serving (institutions in which Asian/Pacific Islander undergraduates constitute 25 percent or more of the total undergraduate enrollment); (6) American Indian-serving (Tribal Colleges and Universities [TCU] or institutions in which 25 percent or more of the total undergraduate enrollment are American Indian/Alaska Native students); and (7) Other minority-serving institutions (those that fall into none of the above minority-serving categories but in which students in at least two of the four individual minority groups constitute at least 25 percent of the total undergraduate enrollment or minority students combined constitute at least 50 percent of the total undergraduate enrollment (see detailed definitions in report text). Data are for institutions that were located in the 50 states and the District of Columbia and had reported undergraduate enrollment in the survey year. Public 2-year institutions are excluded, because many of their dependent low-income students are known to choose not to apply for financial aid.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2004.

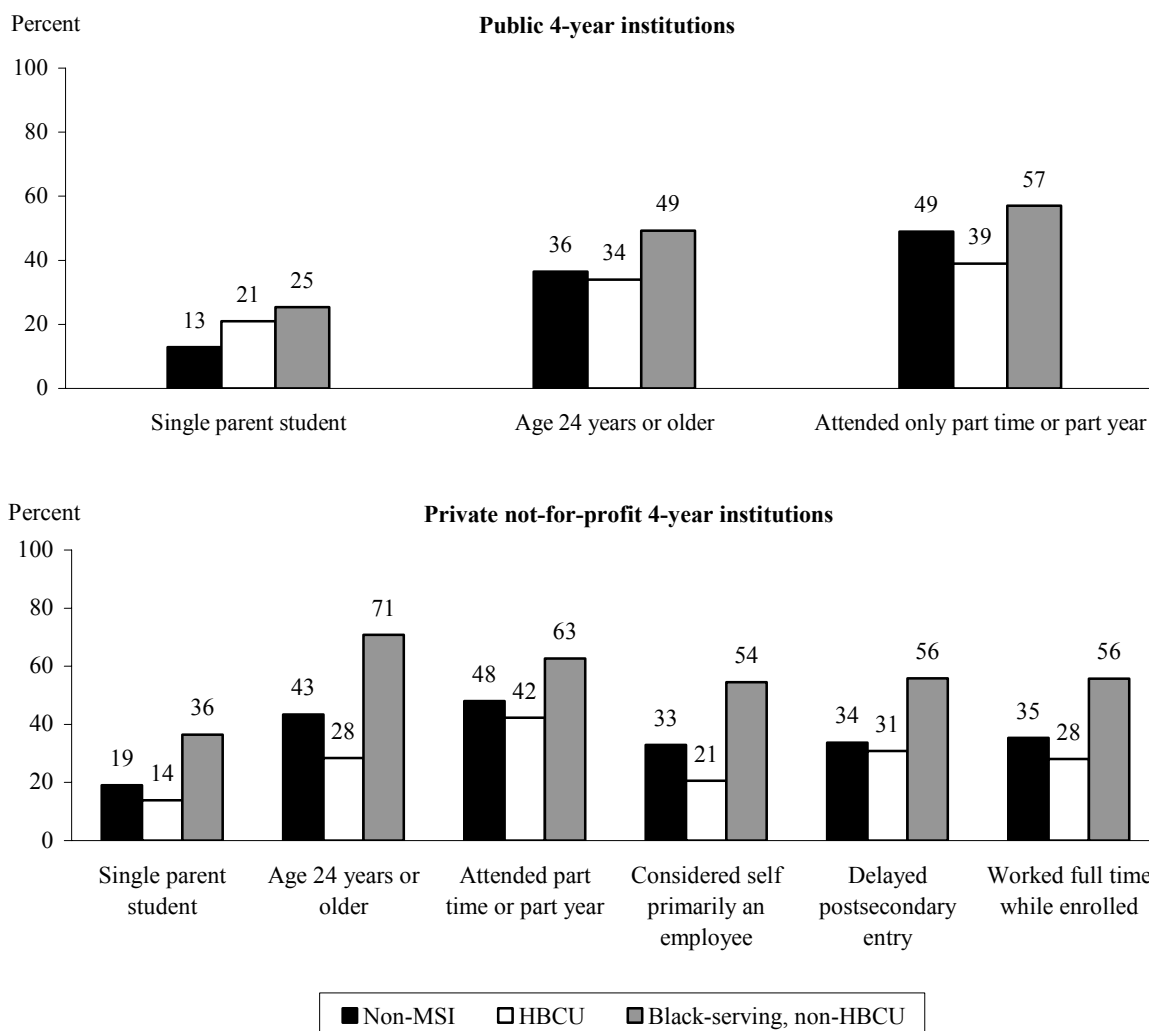
their counterparts in non-MSIs (figure H); the corresponding proportions were 71 vs. 43 percent among those in the private not-for-profit 4-year sector.

Likewise, among Hispanic students enrolled in the private not-for-profit 4-year sector, a higher proportion of those enrolled in Hispanic-serving institutions possessed characteristics common to nontraditional students than Hispanics enrolled in

comparable non-MSIs. For example, 21 percent were single parents, compared with 8 percent of Hispanics in non-MSIs (figure I). However, such differences were generally not observed in the public 4-year sector (table 16-A).¹⁹

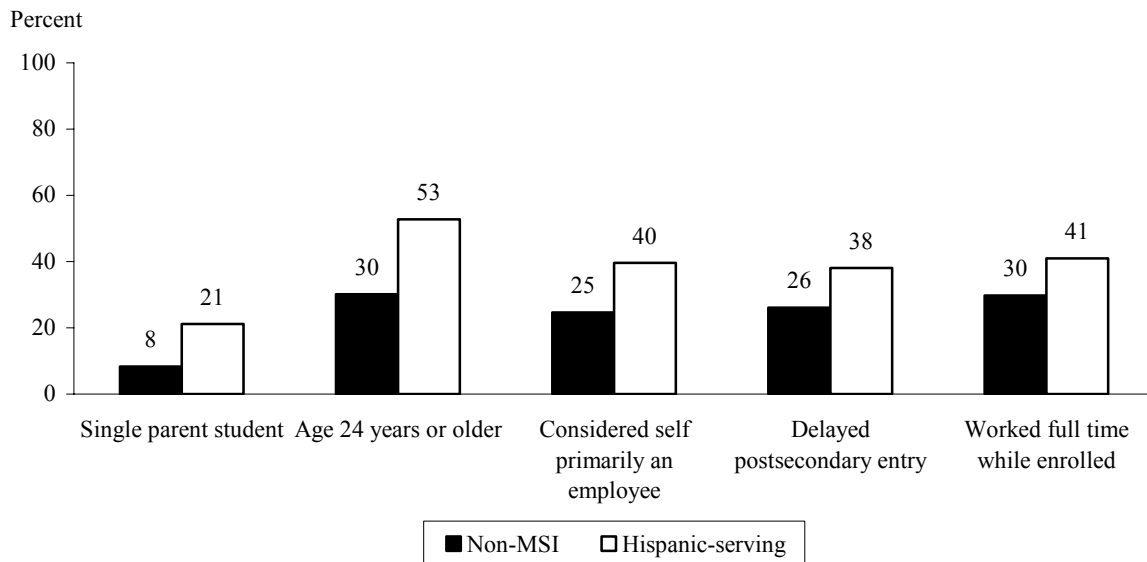
¹⁹ One exception in the public 4-year sector is that the proportion of Hispanic students who were age 24 or older was higher in Hispanic-serving institutions than in non-MSIs (36 vs. 29 percent).

Figure H. Among Black undergraduates enrolled in public and private not-for-profit 4-year institutions, percentage with nontraditional characteristics, by minority-serving status of institution: 2003–04



NOTE: Institutions are classified into the following seven mutually exclusive categories based on their minority-serving status, with the last six categories constituting the universe of minority-serving institutions (MSIs): (1) non-minority-serving (institutions that do not meet the criteria that define the six minority-serving categories explained next); (2) HBCU (Historically Black Colleges and Universities); (3) Black-serving, non-HBCU (institutions that are not HBCU but in which 25 percent or more of the total undergraduate enrollment are Black students); (4) Hispanic-serving (institutions in which 25 percent or more of the total undergraduate enrollment are Hispanic students or institutions designated as Hispanic-serving in 2003 by the Office for Civil Rights); (5) Asian-serving (institutions in which Asian/Pacific Islander undergraduates constitute 25 percent or more of the total undergraduate enrollment); (6) American Indian-serving (Tribal Colleges and Universities [TCU] or institutions in which 25 percent or more of the total undergraduate enrollment are American Indian/Alaska Native students); and (7) Other minority-serving institutions (those that fall into none of the above minority-serving categories but in which students in at least two of the four individual minority groups constitute at least 25 percent of the total undergraduate enrollment or minority students combined constitute at least 50 percent of the total undergraduate enrollment (see detailed definitions in report text). Data are for students who were U.S. citizen or resident enrolled in the 50 states and the District of Columbia. “Nontraditional” refers to students with the presence of one or more of the following characteristics: delayed enrollment into postsecondary education, attended part time, financially independent, worked full time while enrolled, had dependents other than a spouse, was a single parent, or did not obtain a standard high school diploma. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>. SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Figure I. Among Hispanic undergraduates enrolled in private not-for-profit 4-year institutions, percentage with nontraditional characteristics, by minority-serving status of institution: 2003–04



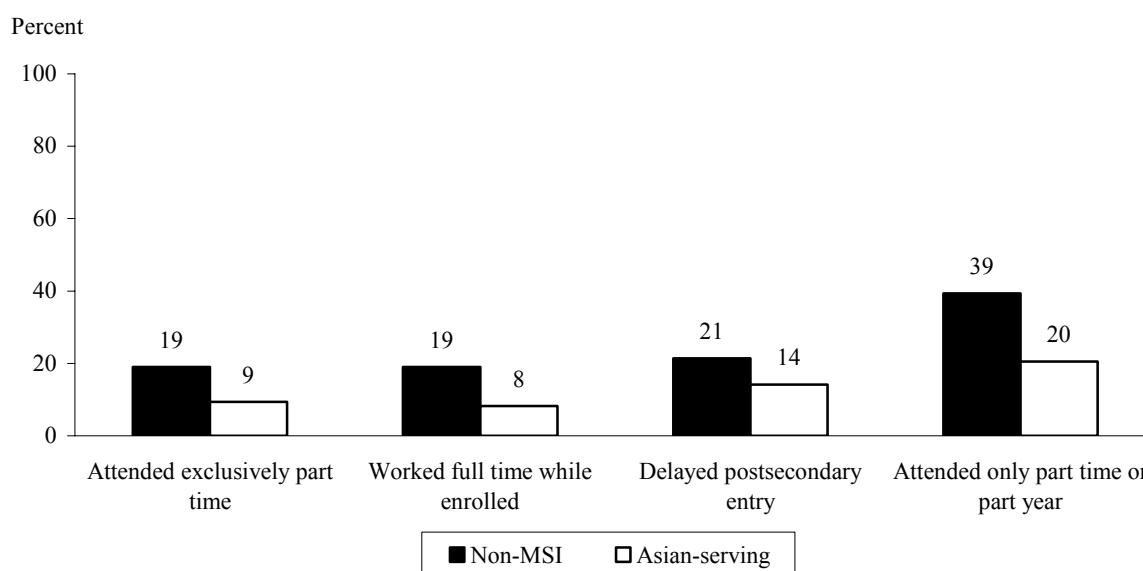
NOTE: Institutions are classified into the following seven mutually exclusive categories based on their minority-serving status, with the last six categories constituting the universe of minority-serving institutions (MSIs): (1) non-minority-serving (institutions that do not meet the criteria that define the six minority-serving categories explained next); (2) HBCU (Historically Black Colleges and Universities); (3) Black-serving, non-HBCU (institutions that are not HBCU but in which 25 percent or more of the total undergraduate enrollment are Black students); (4) Hispanic-serving (institutions in which 25 percent or more of the total undergraduate enrollment are Hispanic students or institutions designated as Hispanic-serving in 2003 by the Office for Civil Rights); (5) Asian-serving (institutions in which Asian/Pacific Islander undergraduates constitute 25 percent or more of the total undergraduate enrollment); (6) American Indian-serving (Tribal Colleges and Universities [TCU] or institutions in which 25 percent or more of the total undergraduate enrollment are American Indian/Alaska Native students); and (7) Other minority-serving institutions (those that fall into none of the above minority-serving categories but in which students in at least two of the four individual minority groups constitute at least 25 percent of the total undergraduate enrollment or minority students combined constitute at least 50 percent of the total undergraduate enrollment (see detailed definitions in report text). Data are for students who were U.S. citizen or resident enrolled in the 50 states and the District of Columbia. “Nontraditional” refers to students with the presence of one or more of the following characteristics: delayed enrollment into postsecondary education, attended part time, financially independent, worked full time while enrolled, had dependents other than a spouse, was a single parent, or did not obtain a standard high school diploma. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

In contrast, the proportion of Asian students enrolled in Asian-serving public 4-year institutions who possessed characteristics common to nontraditional students was lower than that for Asian students enrolled in non-MSIs. Asians in MSIs were less likely to attend exclusively part time, to work full time while enrolled, to have delayed in their postsecondary entry, or to have attended part time or part year (figure J).

Unlike the patterns observed in the 4-year sectors, this study detected few such differences in the public 2-year sector. For instance, among all three groups of minority students enrolled in public 2-year institutions, about 80 percent attended part time or part year, regardless of the minority-serving status of their institutions (figure K).

Figure J. Among Asian undergraduates enrolled in public 4-year institutions, percentage with nontraditional characteristics, by minority-serving status of institution: 2003–04



NOTE: Institutions are classified into the following seven mutually exclusive categories based on their minority-serving status, with the last six categories constituting the universe of minority-serving institutions (MSIs): (1) non-minority-serving (institutions that do not meet the criteria that define the six minority-serving categories explained next); (2) HBCU (Historically Black Colleges and Universities); (3) Black-serving, non-HBCU (institutions that are not HBCU but in which 25 percent or more of the total undergraduate enrollment are Black students); (4) Hispanic-serving (institutions in which 25 percent or more of the total undergraduate enrollment are Hispanic students or institutions designated as Hispanic-serving in 2003 by the Office for Civil Rights); (5) Asian-serving (institutions in which Asian/Pacific Islander undergraduates constitute 25 percent or more of the total undergraduate enrollment); (6) American Indian-serving (Tribal Colleges and Universities [TCU] or institutions in which 25 percent or more of the total undergraduate enrollment are American Indian/Alaska Native students); and (7) Other minority-serving institutions (those that fall into none of the above minority-serving categories but in which students in at least two of the four individual minority groups constitute at least 25 percent of the total undergraduate enrollment or minority students combined constitute at least 50 percent of the total undergraduate enrollment (see detailed definitions in report text). Data are for students who were U.S. citizen or resident enrolled in the 50 states and the District of Columbia. “Nontraditional” refers to students with the presence of one or more of the following characteristics: delayed enrollment into postsecondary education, attended part time, financially independent, worked full time while enrolled, had dependents other than a spouse, was a single parent, or did not obtain a standard high school diploma. “Asian” includes Pacific Islanders. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

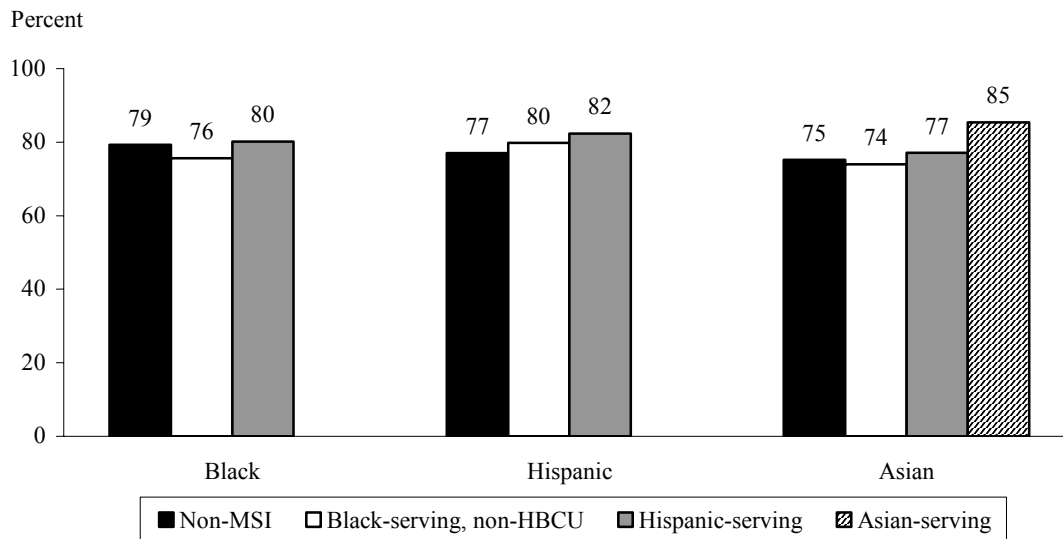
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

In the private for-profit sector, variations were observed among Black students (figure L). Compared with Black undergraduates in non-MSIs, lower proportions of their counterparts in Black-serving non-HBCUs had characteristics common to nontraditional undergraduates, reversing the pattern observed among Blacks in the public and private not-for-profit 4-year sectors. That is, compared with Black students in similar

non-MSIs, lower proportions of Black students in Black-serving for-profit institutions were independent, age 30 or older, worked full time while enrolled, or considered themselves primarily employees while enrolled in school.

When compared with minority students enrolled in non-MSIs, higher proportions of low-income students were enrolled in MSIs. This

Figure K. Among minority undergraduates enrolled in public 2-year institutions, percentage attending part-time or part-year, by race/ethnicity and minority-serving status of institution: 2003–04

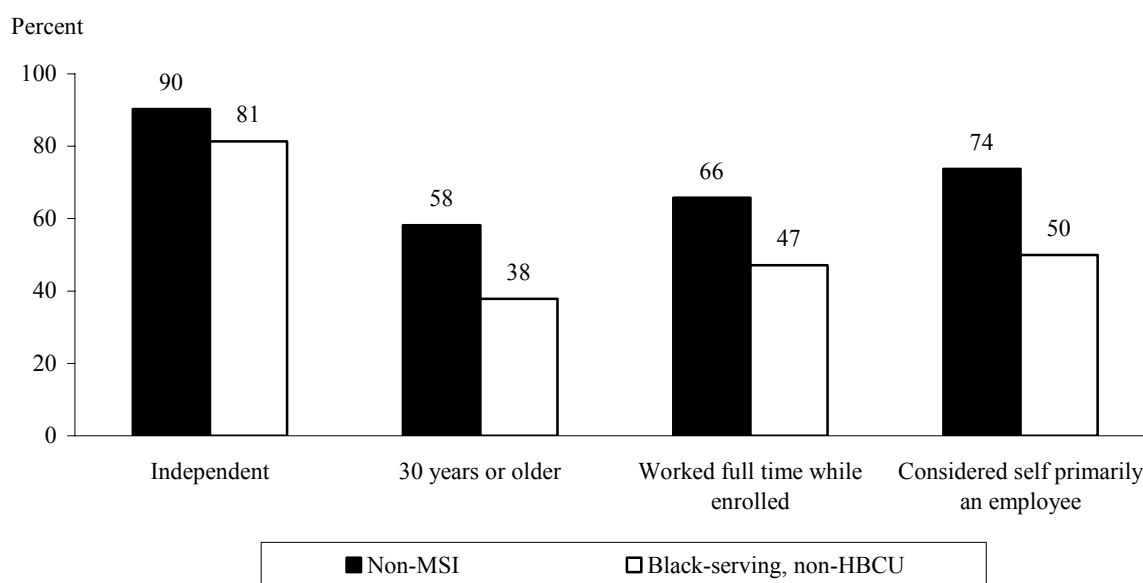


NOTE: Institutions are classified into the following seven mutually exclusive categories based on their minority-serving status, with the last six categories constituting the universe of minority-serving institutions (MSIs): (1) non-minority-serving (institutions that do not meet the criteria that define the six minority-serving categories explained next); (2) HBCU (Historically Black Colleges and Universities); (3) Black-serving, non-HBCU (institutions that are not HBCU but in which 25 percent or more of the total undergraduate enrollment are Black students); (4) Hispanic-serving (institutions in which 25 percent or more of the total undergraduate enrollment are Hispanic students or institutions designated as Hispanic-serving in 2003 by the Office for Civil Rights); (5) Asian-serving (institutions in which Asian/Pacific Islander undergraduates constitute 25 percent or more of the total undergraduate enrollment); (6) American Indian-serving (Tribal Colleges and Universities [TCU] or institutions in which 25 percent or more of the total undergraduate enrollment are American Indian/Alaska Native students); and (7) Other minority-serving institutions (those that fall into none of the above minority-serving categories but in which students in at least two of the four individual minority groups constitute at least 25 percent of the total undergraduate enrollment or minority students combined constitute at least 50 percent of the total undergraduate enrollment (see detailed definitions in report text). Data are for students who were U.S. citizen or resident enrolled in the 50 states and the District of Columbia. Asian-serving institutions were not presented for Black and Hispanic because both had too few students sampled as shown in report tables 14-C and 16-C. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>. SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

finding is consistent with results reported from previous research (e.g., Kim and Conrad 2006). Some 44 percent of Hispanics enrolled in Hispanic-serving public 4-year institutions were low income, compared with 30 percent of Hispanics enrolled in comparable non-MSIs (table 16-A); among Asians enrolled in Asian-serving public 4-year institutions, 40 percent were low

income, compared with 30 percent of their counterparts enrolled in public 4-year non-MSIs (table 18-A); and among Blacks enrolled in public 4-year institutions, 47 percent of those enrolled in HBCUs were low income, compared with 36 percent of those enrolled in non-MSIs (table 14-A).

Figure L. Among Black undergraduates enrolled in private for-profit institutions, percentage with nontraditional characteristics, by minority-serving status of institution: 2003–04



NOTE: Institutions are classified into the following seven mutually exclusive categories based on their minority-serving status, with the last six categories constituting the universe of minority-serving institutions (MSIs): (1) non-minority-serving (institutions that do not meet the criteria that define the six minority-serving categories explained next); (2) HBCU (Historically Black Colleges and Universities); (3) Black-serving, non-HBCU (institutions that are not HBCU but in which 25 percent or more of the total undergraduate enrollment are Black students); (4) Hispanic-serving (institutions in which 25 percent or more of the total undergraduate enrollment are Hispanic students or institutions designated as Hispanic-serving in 2003 by the Office for Civil Rights); (5) Asian-serving (institutions in which Asian/Pacific Islander undergraduates constitute 25 percent or more of the total undergraduate enrollment); (6) American Indian-serving (Tribal Colleges and Universities [TCU] or institutions in which 25 percent or more of the total undergraduate enrollment are American Indian/Alaska Native students); and (7) Other minority-serving institutions (those that fall into none of the above minority-serving categories but in which students in at least two of the four individual minority groups constitute at least 25 percent of the total undergraduate enrollment or minority students combined constitute at least 50 percent of the total undergraduate enrollment (see detailed definitions in report text). Data are for students who were U.S. citizen or resident enrolled in the 50 states and the District of Columbia. “Nontraditional” refers to students with the presence of one or more of the following characteristics: delayed enrollment into postsecondary education, attended part time, financially independent, worked full time while enrolled, had dependents other than a spouse, was a single parent, or did not obtain a standard high school diploma. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Conclusions

Minority undergraduate enrollment grew much faster than the White enrollment between 1984 and 2004. The proportion of degree-granting institutions identified as minority-serving more than doubled during the two decades, increasing from 14 percent in 1984 to 32 percent in 2004. In 2004, there were 1,254 MSIs, accounting for just

under one-third of all degree-granting Title IV institutions, and MSIs enrolled nearly 60 percent of minority undergraduates.

The increase in the total number of MSIs resulted primarily from the growth in Hispanic-serving institutions and Black-serving non-HBCUs, of which the largest proportion in 2004 was in the for-profit sector. However, most

students in Black-serving non-HBCUs and Hispanic-serving institutions were enrolled in public 2-year institutions. In other words, although there were a large number of institutions in the for-profit sector, they enrolled proportionally fewer students than did public 2-year Black- and Hispanic-serving MSIs.

With the exception of Asian-serving institutions, MSIs tended to be less selective, with higher proportions of open admissions institutions. Also, compared with non-MSIs, MSIs had a higher proportion of institutions that enrolled large percentages of low-income students.

There were clear variations among the different subgroups of MSIs. For instance, while more than 40 percent of Black-serving non-HBCUs and Hispanic-serving institutions were in the private for-profit sector, the majority of HBCUs and Asian-serving institutions were in the public and private not-for-profit 4-year sectors. American Indian-serving institutions, on the other hand, were concentrated in the public 2-year sector.

The characteristics of minority students enrolled in MSIs and non-MSIs also varied. Blacks attending private not-for-profit 4-year Black-serving non-HBCUs and Hispanic students attending private not-for-profit 4-year Hispanic-serving MSIs, for example, were somewhat less traditional in age and family status than their Black and Hispanic counterparts in non-MSIs. By way of comparison, the percentage of traditional students defined as attending full time for the full year was higher for Asian undergraduates attending public 4-year Asian-serving institutions than for their peers attending comparable non-MSIs.

The results of the study presented in this report indicate the growing presence of minority-serving institutions. This study also demonstrates substantial variations among different subgroups of MSIs with respect to sector, admissions policies, low-income enrollment size, and types of minority students who attend these institutions.

Foreword

Minority-serving institutions (MSIs) are colleges and universities serving high proportions of minority students. They can be divided into subgroups based on their minority-serving status either because of their history (e.g., Historically Black Colleges and Universities [HBCUs]) or because the enrollment of a particular racial/ethnic minority group (e.g., Hispanics) reaches a “critical mass” not attained by any other single minority group. As defined in this report, MSIs included six mutually exclusive subgroups of institutions, totaling 1,254 institutions in 2004. Though they accounted for about one-third of all degree-granting Title IV institutions in 2004, they enrolled 58 percent of all minority undergraduates.

This report not only provides a descriptive analysis of each subgroup of MSIs in the context of one another and of non-MSIs, but also examines whether and how minority students attending one subgroup of MSIs differ from those attending another and from those attending non-MSIs. The report consists of three sections. First, using data collected through the Integrated Postsecondary Education Data System (IPEDS), the report presents an overview of changes between 1984 and 2004 in minority undergraduate enrollment and the extent to which MSIs have enrolled minority students. This overview is followed by an examination, using 2004 IPEDS data, of how the various MSI subgroups differed from one another and from non-MSIs with respect to major institution characteristics (e.g., sector, admissions selectivity, and concentration of low-income students). Finally, shifting the observational focus from institutions to students, the report ends by comparing the demographic and enrollment characteristics of minority undergraduates by the minority-serving status of their institutions, using sample survey data from the 2003–04 National Postsecondary Student Aid Study (NPSAS:04). Appendixes A and B provide detailed information about all variables and data sources used in this study, and appendix C provides a complete list of all MSIs in 2004, showing the institution’s full name, location state, minority-serving status, control, level, its 2000 Carnegie classification, and percentage of minority enrollment.

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Introduction

As the United States has become more racially and ethnically diverse and its economy more global and knowledge based, many are becoming increasingly concerned about improving the participation in and outcomes of postsecondary education for minority students (Brown, Santiago, and Lopez 2003; Schmidt 2003; McKinley and Brayboy 2004; Teranishi et al. 2004; Olivas 2005; Perna et al. 2005; Kelly 2005; Field 2006; Stavans 2006).¹ Institutions serving high proportions of minority students, called “minority-serving institutions” (MSIs), play a significant role in this effort, and their contributions extend beyond U.S. borders (Wright 2004).

Relatively little detail about MSIs has been published, however. For instance, in addition to high rates of minority enrollment, what are other characteristics of MSIs, and how do they differ from one another and from non-minority-serving institutions (non-MSIs)? What characteristics distinguish minority students attending one type of MSI from those attending another type and from those attending non-MSIs? Although recent studies (e.g., Sterns and Watanabe 2002; Hoffman and Llagas 2003; Llagas 2003; Provasnik and Shafer 2004; Santiago 2006) have addressed the first question, they tended to focus primarily on single types of MSIs (Historically Black Colleges and Universities [HBCUs²], Hispanic-serving institutions,³ or Tribal Colleges and Universities [TCUs⁴]), which left out many other MSIs as will be shown later. While other studies examined student characteristics among those attending MSIs (e.g., Wenglinsky 1996; Kim 2002; Smith et al. 2005; Field 2006), they often aggregated minority students enrolled in various sectors⁵ into a single group, without regard to the fact that many student characteristics

¹ “Minority students” refers to students who are Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native.

² HBCUs are identified by law as degree-granting institutions established before 1964 with the principal mission of educating Black Americans. In almost all HBCUs, Blacks constitute the majority of the total undergraduate enrollment, but there are four HBCUs in which the percentage of Black undergraduates was less than 25 percent in all of the 3 years covered in this study (one of these HBCUs was not surveyed in the 1994 Integrated Postsecondary Education Data System [IPEDS]). Interested readers may consult appendix C, exhibit C-1, for the specific percentage of minority undergraduate enrollment (both total and Black) in fall 2004 for each HBCU.

³ These institutions are defined as “Hispanic-serving” by the Office for Civil Rights (OCR). They are degree-granting institutions with a full-time-equivalent undergraduate enrollment of 25 percent or more Hispanic students, and at least 50 percent of these Hispanic students have incomes at or below 150 percent of the poverty level defined by the U.S. Census Bureau (<http://www.census.gov/hhes/www/poverty/threshld.html>). The federal government did not classify institutions as Hispanic-serving until 1992 (Schmidt 2003).

⁴ TCUs are members of the American Indian Higher Education Consortium (AIHEC) and, for the most part, controlled by tribes and located on reservations. AIHEC was founded in 1972, initially consisting of six TCUs. Today, AIHEC has grown to represent more than 30 colleges in the United States and one Canadian institution (<http://www.aihec.org/>).

⁵ “Sector” is a characteristic indicating both the control (public, private not-for-profit, or private for-profit) and level (4-year, 2-year, or less-than-2-year) of a postsecondary institution. Less-than-2-year institutions are excluded from this study, however.

are closely associated with the sector of the institutions students attend (e.g., Adelman 2004; Horn and Nevill 2006).

The purpose of this report is to provide a descriptive analysis of all types of MSIs in the United States and to compare the characteristics of minority students by the minority-serving status of the institution they attend within institution sectors. The report consists of three main sections. First, using data collected through the Integrated Postsecondary Education Data System (IPEDS), the report begins by presenting an overview of the major trends between fall 1984 and 2004 in the participation of minority students in undergraduate education and the extent to which MSIs enroll minority students. This overview is followed by an examination, again using IPEDS data, of how MSIs differed from non-MSIs in terms of their major institution characteristics (e.g., sector, admissions selectivity, and size of the low-income student population) in 2004. The report ends with an analysis of how minority students attending MSIs differed from their counterparts attending non-MSIs in terms of their major demographic and enrollment characteristics such as age and working intensity status while enrolled, using sample survey data from the 2003–04 National Postsecondary Student Aid Study (NPSAS:04). Readers should be cautioned that findings from this report are descriptive in nature; thus, they do not imply causality or identify reasons for the trends or differences observed.

Key Data Issues

Data Sources

Data presented in this report come from two data sources: the Integrated Postsecondary Education Data System (IPEDS) and the 2003–04 National Postsecondary Student Aid Study (NPSAS:04) (detailed descriptions of all variables used are found in appendix A). Differences in these two studies' methodologies have implications for how conclusions are drawn from the data and what cautions apply while interpreting them. IPEDS data are collected in census surveys and, therefore, are not subject to sampling error. NPSAS:04 data, however, are collected through a sample survey and are subject to sampling error. Estimates from both datasets are subject to nonsampling errors. More details about both sampling and nonsampling errors are provided in appendix B at the end of the report.

IPEDS is a single, comprehensive data collection program managed by the National Center for Education Statistics (NCES), U.S. Department of Education, and surveys higher education institutions in the United States (the 50 states and the District of Columbia) and other jurisdictions such as Puerto Rico. Since 2000, participation in IPEDS has been a requirement for the approximately 6,700 institutions that have signed Title IV participation agreements with the

U.S. Department of Education (they are referred to as Title IV institutions), making them eligible for federal student aid programs. The IPEDS survey consists of nine components that collectively profile important aspects of an institution such as level and control, enrollment, degree completions, graduation rates, financing, and student financial aid. Data collected through the 1984, 1994, and 2004 Enrollment (EF) and Institutional Characteristics (IC) component surveys are examined in the first two sections of this report.

NPSAS is a nationally representative sample survey of postsecondary students of all levels—i.e., undergraduate, graduate, and first-professional. While it focuses on student financial aid, both aided and non-aided students are represented. It has been conducted by NCES every 3 to 4 years since 1987, most recently during the 2003–04 academic year (NPSAS:04). In addition to providing financial aid information, NPSAS data also allow a comprehensive description of students’ demographic characteristics, academic programs, types of institutions attended, attendance patterns, and employment activities. This report uses a subsample of the undergraduate portion of NPSAS:04, which surveyed about 80,000 undergraduates enrolled at about 1,300 institutions. The subsample consists of roughly 20,000 Black, Hispanic, and Asian undergraduates who were enrolled in about 1,000 degree-granting Title IV institutions in the 50 states and the District of Columbia. Appendix B at the end of this report provides more detailed information about both IPEDS and NPSAS:04.

Institution Coverage

The analysis reported here is limited to 2- and 4-year institutions generally thought of as offering college and university education and located in the 50 states and the District of Columbia. The definition of “higher education institutions” has changed over the data collection history of IPEDS. Before 1997, the IPEDS universe included all institutions that were accredited by an agency or organization recognized by the U.S. Department of Education. Title IV institutions totaled about 6,600 in 2004 and are divided into two subgroups: degree-granting (about 4,400) and non-degree-granting (about 2,200). Non-degree-granting institutions are excluded from this study. The impact of the change from “higher education institutions” to Title IV institutions on time-series data is limited at the national level (for more detail, see U.S. Department of Education 2005, appendix A). Therefore, for ease of presentation, the term “degree-granting Title IV institutions” will be used throughout this report.

The number of degree-granting Title IV institutions with reported undergraduate enrollment totaled 3,060 in 1984, 3,299 in 1994, and 3,935 in 2004. The larger size of the institution universe for 2004 reflects the net increase of about 900 degree-granting Title IV institutions between 1984 and 2004, with the majority of this net growth occurring between 1994 and 2004

(compiled from U.S. Department of Education 2006, table 243). More than three-quarters (78 percent) of these new U.S. higher education institutions were private (either not-for-profit or for-profit) institutions. Data for 1984 and 1994 are examined only in the first section of this report, which presents an overview of how increased minority enrollment has changed U.S. undergraduate demographics over time and expanded the contribution of minority-serving institutions in enrolling minority students.

In the third (and last) section of this report, based on NPSAS:04, individual undergraduate students are the observational unit. The sample used in this part of the analysis consisted of about 9,800 Black, 7,000 Hispanic, and 3,200 Asian undergraduates who were enrolled in about 1,000 degree-granting Title IV institutions in the 50 states and the District of Columbia that were sampled in NPSAS:04.

Grouping Institutions by Minority-Serving Status

Two sets of criteria were used in this study to classify an institution's minority-serving status: those identified by law and whose minority-serving status is thus fixed unless amended by legislation, and those whose status is based on the percentage of minority student enrollment, which is subject to change based on institutions' enrollment. The legislative criteria apply to two subgroups of institutions: HBCUs and TCUs. HBCUs total around 100 institutions, most (about 90) of which have been in existence for over a century (Provasnik and Shafer 2004, table A-9). In contrast, as members of the American Indian Higher Education Consortium (AIHEC) founded in 1972, TCUs total 34 colleges in the United States (AIHEC 2007), and most of these institutions have been in existence for fewer than 35 years (AIHEC 1999).

The second set of minority-serving status definition criteria is based on percentage of minority student enrollment; it applies to all institutions that are neither HBCUs nor TCUs. To avoid the inconsistency in definitions sometimes seen in the literature on MSIs,⁶ this study refers to undergraduate enrollment⁷ in defining the various categories of MSIs. Thus, the minority-serving status classification for 1984 refers to fall 1984 undergraduate enrollment, that for 1994 refers to fall 1994 undergraduate enrollment, and that for 2004 refers to fall 2004 undergraduate enrollment. For the most part, institutions that enroll at least 25 percent of a specific minority

⁶ For example, OCR's definition for Hispanic-serving institutions refers to FTE (full-time-equivalent) undergraduate enrollment, while its definition for MSIs refers to total headcounts—i.e., without converting part-time enrollment to its full-time-equivalent—of both undergraduate and graduate enrollment.

⁷ IPEDS data treat all nonresident alien students as a single group and do not identify them by race/ethnicity, and therefore nonresident alien students are excluded from all of the minority enrollment counts. However, to be consistent with the *Digest of Education Statistics* (e.g., U.S. Department of Education 2005, table 206), nonresident aliens are included in the total undergraduate enrollment count used in the denominator for calculating the percentage of minority enrollment and, therefore, are also included for defining the various subgroups of MSIs.

group are designated as “minority-serving” for that group. As enrollment patterns change over time, and as the population of minority students grows overall, the number of minority-serving institutions that are identified through enrollment-based criteria changes as well. Interested readers may consult table B-2 in appendix B for more detail on the dynamic aspect of the minority-serving status of institutions based on minority student enrollment.

Applying both sets of definition criteria, institutions are classified into seven mutually exclusive categories as follows:

- (1) HBCUs;
- (2) Black-serving non-HBCUs: institutions that are not designated as HBCUs or TCUs but in which Black students constitute at least 25 percent of the total undergraduate enrollment, while students of all other individual minority groups each constitute less than 25 percent of the total undergraduate enrollment;
- (3) Hispanic-serving: institutions that are not HBCUs or TCUs and in which Hispanic students constitute at least 25 percent of the undergraduate enrollment, while students of all other individual minority groups each constitute less than 25 percent of the total undergraduate enrollment;⁸
- (4) Asian-serving: institutions that are not HBCUs or TCUs and in which Asian/Pacific Islander students constitute at least 25 percent of the total undergraduate enrollment, while students in each of the other minority groups constitute less than 25 percent of the total undergraduate enrollment;
- (5) American Indian-serving: TCUs or institutions that are not HBCUs and in which American Indian/Alaska Native students constitute at least 25 percent of the total undergraduate enrollment, while students in each of the other minority groups constitute less than 25 percent of the total undergraduate enrollment;⁹
- (6) Other minority-serving: institutions that do not fit any of the above categories but in which minority students as a whole constitute at least 50 percent of the total undergraduate enrollment; and
- (7) Non-minority-serving: institutions that do not meet any of the criteria described above.

The universe of MSIs consists of institutions in the first six categories as defined above, which are contrasted with non-MSIs, the last category. The six subgroups of MSIs are distinguished from one another either because of their history (e.g., HBCUs) or on the basis of a defining minority student group that constitutes at least 25 percent of the institution’s total

⁸ For 2004 data, this category also includes institutions defined by OCR as Hispanic-serving in 2003; they totaled 314, the vast majority (97 percent) coinciding with the 25 percent “critical mass” threshold used in this study.

⁹ Because of the relatively small total number of either TCUs or American Indian-serving non-TCUs, data for these two subgroups are combined together as one single entity of MSIs, recognizing their definition differences notwithstanding.

undergraduate enrollment, representing a “critical mass” by that particular minority group of students in the total undergraduate population (Santiago 2006).¹⁰ Blacks are the defining single minority group for Black-serving HBCUs and non-HBCUs, and Hispanics are the defining group for Hispanic-serving institutions, as are Asians for Asian-serving and American Indians for American Indian-serving institutions. By contrast, the “other” subgroup of MSIs is defined not by any one single minority group, but by a mix of several minority groups who together make up at least 50 percent of the total undergraduate enrollment. Appendix C provides a complete list of all MSIs in 2004 covered in this study, including the name of each institution, the state in which it is located, its minority-serving status, percentage of minority student enrollment, control and level of the institution, and 2000 Carnegie classification (see appendix A for details).

Grouping Institutions by Other Criteria

One of the two major goals of this study is to create a composite sketch for each of the six MSI subgroups to help educators, policymakers, and the general public understand more clearly where MSIs stand in enrolling undergraduate students, especially minority students who are increasingly changing the demographics of postsecondary education in the United States. The sketches describe the institution subgroups in terms of several institution characteristics, including Carnegie classification, admissions selectivity, size of the low-income student enrollment, and sector, and the gender and racial/ethnic composition of the undergraduate student body.

The basic Carnegie classification groups institutions according to the similarities and differences in their primary missions. In this study, institutions are divided into six broad categories by collapsing some of the original 18 categories of the 2000 version of the Carnegie classification system (McCormick 2000). The six broad categories are (1) doctorate-granting; (2) master’s; (3) bachelor’s; (4) associate’s; (5) specialized; and (6) tribal colleges and universities. More detailed information is provided in appendix A.

Graduation rates, an increasingly important focal point of discussions on higher education accountability (Fischer 2005), provide a measure of student learning outcomes at the institution level. Using 2004 IPEDS data, graduation rates in this study are calculated separately for 4-year and 2-year institutions because of the wide differences between these groups of institutions in their primary missions and their programs’ duration. For both groups of institutions, graduation rates are computed based on a specific cohort of freshmen who have never attended college before and who enroll full time in the fall with the intent to earn a degree or certificate. Rates are

¹⁰ According to the “critical mass” model, a subgroup of a community would have an important impact not only on the subgroup itself but also on the community as a whole by reaching a critical level of representation in the community (Krauth 2006).

calculated as the total number of students who complete their programs within 150 percent of the normal time (i.e., 6 years for 4-year institutions and 3 years for 2-year institutions) divided by the total number of students in the cohort minus any allowable exclusions.¹¹ The specific cohort for which graduation rates are presented in this study are undergraduates at 4-year institutions who began their postsecondary education in 1998 and undergraduates at 2-year institutions who began postsecondary education in 2001. The average graduation rate reported for subgroups of institutions is weighted by the number of students enrolled. This means that the graduation rates of larger institutions carry more weight than those of smaller institutions.

Admissions selectivity is another major factor used to differentiate subgroups of institutions. In this study, institutions are divided into four groups (“very selective,” “moderately selective,” “minimally selective,” and “open admissions”) based on a methodology developed by Cunningham (2005). All institutions that are either 2-year or private for-profit (both 2- and 4-year) institutions are defined as “open admissions.” Among public or private not-for-profit 4-year institutions, several variables from the IPEDS IC component (including the percentage of applicants who are admitted, median SAT/ACT scores of admitted students, and admissions policy) are used to determine admissions selectivity.

Although IPEDS does not report the actual size of the low-income undergraduate population enrolled in postsecondary institutions, information collected in the Pell Grant recipients’ database can be used in combination with IPEDS data to derive the proportion of undergraduates receiving Pell Grants at each institution, an approximate measure of the size of the low-income student population at that institution. This is a plausible measure of the low-income student population, because the federal Pell Grant program represents the largest single source of grant aid to the lowest income students (Heller 2003). Because many low-income dependent students enrolled in community colleges¹² choose not to apply for any financial aid (Adelman 2005, appendix E), public 2-year institutions (a total of 1,058) are excluded from this part of the analysis.

For interested readers, appendix B provides more detailed explanations about how the admissions selectivity and low-income student population variables are derived in the present analysis.

¹¹ “Allowable exclusions” include students who died or were totally and permanently disabled; those who left school to serve in the armed forces; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on an official church mission.

¹² “Community college” is used interchangeably with “public 2-year institution” throughout this study.

Organization of the Report

This report consists of three main sections. The first section serves as an introduction to the theme of minority-serving institutions (MSIs), providing an overview of trends between 1984 and 2004. It focuses on minority undergraduate enrollment and the role of minority-serving institutions in enrolling minority students. The second section profiles various subgroups of institutions by minority-serving status with respect to such institution characteristics as sector, Carnegie classification, and admissions selectivity. The last section provides a comparison of minority students enrolled at minority-serving institutions and their peers enrolled elsewhere with respect to demographic and enrollment characteristics.

Overview of Minority Enrollment and Minority-Serving Institutions

This section presents an overview of how participation by minority students in U.S. undergraduate education changed during the two decades between fall 1984 and 2004. It also describes changes in the universe of minority-serving institutions (MSIs) and the increased functionality of MSIs in enrolling minority students. The section ends with a brief analysis of minority enrollment concentrations in 2004 as related to individual subgroups of MSIs.

Growth in Minority Student Enrollment

Total undergraduate enrollment in the United States increased by 39 percent between fall 1984 and 2004. While total White¹³ undergraduate enrollment grew by 15 percent, total minority enrollment increased by 146 percent (from 1.9 to 4.7 million) (table 1-A). Hispanic undergraduate enrollment had the highest growth rate (237 percent), followed by Asian (177 percent), American Indian (106 percent), and Black (93 percent) enrollment. Nonresident alien undergraduate enrollment grew by 45 percent, a rate also exceeding that for White students.

The higher growth rate for minority student enrollment than for White enrollment led to greater representation of the former in the undergraduate student body. In 2004, minority students constituted almost one-third (32 percent) of the total undergraduate enrollment, compared with 25 percent in 1994 and 18 percent in 1984. The increased visibility of minority students on college and university campuses over time reflects changes in the demographics of the general U.S. population; in fact, in both 1994 and 2004, the proportion of undergraduates who were minority students was comparable to the proportion of the general population who were people of color (25 vs. 26 percent in 1994 and 32 vs. 33 percent in 2004) (tables 1-A and 1-B).

Over time, the representation of each of the four minority groups increased on college and university campuses. Hispanics made up 11 percent of the total undergraduate student body in 2004, compared with 5 percent in 1984. Nonetheless, Black undergraduates remained the largest single minority group on campuses of degree-granting postsecondary institutions in 2004, as they had been 10 and 20 years earlier. The proportion of Blacks in the total undergraduate student

¹³ This term refers to White non-Hispanics throughout the report.

Table 1-A. Total undergraduate enrollment in degree-granting postsecondary institutions, percentage change, percentage distribution, and proportion who were enrolled in 2-year institutions, by race/ethnicity: Fall 1984, 1994, and 2004

Undergraduate enrollment characteristics			Minority					American Indian ²	Nonresident alien
	Total	White	Total	Black	Hispanic	Asian ¹			
Undergraduate enrollment									
Fall 1984 ³	10,612,108	8,485,010	1,911,221	995,141	495,227	343,055	77,798	215,877	
Fall 1994 ³	12,234,979	8,894,958	3,070,791	1,313,113	967,048	673,500	117,130	269,230	
Fall 2004 ⁴	14,780,630	9,771,283	4,695,524	1,918,465	1,666,859	949,882	160,318	313,823	
Percent change in undergraduate enrollment between									
1984 and 1994	15.3	4.8	60.7	32.0	95.3	96.3	50.6	24.7	
1994 and 2004	20.8	9.9	52.9	46.1	72.4	41.0	36.9	16.6	
1984 and 2004	39.3	15.2	145.7	92.8	236.6	176.9	106.1	45.4	
Percentage distribution of undergraduate enrollment									
Fall 1984 ³	100.0	80.0	18.0	9.4	4.7	3.2	0.7	2.0	
Fall 1994 ³	100.0	72.7	25.1	10.7	7.9	5.5	1.0	2.2	
Fall 2004 ⁴	100.0	66.1	31.8	13.0	11.3	6.4	1.1	2.1	
Percent of undergraduates who were enrolled in 2-year institutions									
Fall 1984 ³	42.7	41.4	50.2	46.1	58.3	48.7	58.5	24.3	
Fall 1994 ³	45.0	43.2	51.1	46.5	60.1	46.3	56.3	33.9	
Fall 2004 ⁴	44.3	41.6	50.9	47.2	58.3	45.3	51.3	29.0	

¹ Including Pacific Islander.

² Including Alaska Native.

³ Data are for 2- and 4-year institutions that were accredited by an agency or organization that was recognized by the U.S. Department of Education or recognized directly by the Secretary of Education.

⁴ Data are for 2- and 4-year institutions that were participating in Title IV federal financial aid programs.

NOTE: Data are for degree-granting institutions of higher education that were located in the 50 states and the District of Columbia and had reported undergraduate enrollment in the survey year. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 1984, 1994, and 2004.

body increased from 9 percent in 1984 to 11 and 13 percent in 1994 and 2004, respectively. Asian students, the third largest minority group, increased from 3 percent in 1984 to 6 percent in 2004. Despite a growth in enrollment that more than doubled (106 percent) between 1984 and 2004, American Indian undergraduates made up 1 percent of the total undergraduate enrollment in 2004.

Table 1-B. Total civilian resident population, percentage change, and percentage distribution, by race/ethnicity: October 1984, 1994, and 2004

Population characteristics	Race/ethnicity ¹					
	Total	White	Minority			
			Total	Black	Hispanic	Other ¹
Population						
1984	232,225,870	183,080,000	49,145,870	27,662,793	14,645,835	6,837,242
1994	260,459,419	191,810,000	68,649,419	32,711,164	27,125,823	8,812,432
2004	289,115,130	194,640,000	94,475,130	34,977,342	41,178,697	18,319,091
Percent change in population between						
1984 and 1994	12.2	4.8	39.7	18.2	85.2	28.9
1994 and 2004	11.0	1.5	37.6	6.9	51.8	107.9
1984 and 2004	24.5	6.3	92.2	26.4	181.2	167.9
Percentage distribution of population						
1984	100.0	78.8	21.2	11.9	6.3	2.9
1994	100.0	73.6	26.4	12.6	10.4	3.4
2004	100.0	67.3	32.7	12.1	14.2	6.3

¹Refers to resident population from racial/ethnic groups not listed separately. Race categories exclude persons of Hispanic origin.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1984, 1994, and 2004.

Growth in the Universe of Minority-Serving Institutions

The increased enrollment of minority undergraduates was coupled with an expansion in the universe of MSIs over the two decades under study. The total number of minority-serving institutions increased from 414 in 1984 to 1,254 in 2004, accounting for almost one-third (32 percent) of all degree-granting Title IV institutions in 2004, compared with 14 percent in 1984 (table 2). With minority enrollment projected to continue to increase at rates outpacing that for White students for years to come (Hussar and Bailey 2006), the total number of MSIs will most likely continue to grow.

The increase in the total number of minority-serving institutions resulted primarily from the growth in the number of two subgroups of MSIs: Hispanic-serving institutions and Black-serving non-HBCUs. In 1984, some 58 institutions were Hispanic-serving; this figure increased to 366 in 2004, representing a gain of 7 percentage points (from 2 to 9 percent) in the proportion of such institutions among all degree-granting institutions. Likewise, the proportion of Black-serving non-HBCUs increased to 16 percent in 2004, up from 7 percent in 1984.

Table 2. Number and percentage distribution of degree-granting postsecondary institutions, by minority-serving status of institution and population served: Fall 1984, 1994, and 2004

Minority-serving status of institution and population served	Total number of institutions			Percentage distribution of institutions		
	1984 ¹	1994 ¹	2004 ²	1984 ¹	1994 ¹	2004 ²
Total	3,060	3,299	3,935	100.0	100.0	100.0
Minority-serving status of institution ³						
Non-minority-serving	2,646	2,702	2,681	86.5	81.9	68.1
Minority-serving (total)	414	597	1,254	13.5	18.1	31.9
Population served						
HBCU ⁴	96	99	94	3.1	3.0	2.4
Black-serving, non-HBCU	200	253	622	6.5	7.7	15.8
Hispanic-serving ⁵	58	125	366	1.9	3.8	9.3
Asian-serving	21	48	76	0.7	1.5	1.9
American Indian-serving	26	33	46	0.8	1.0	1.2
Other minority-serving	13	39	50	0.4	1.2	1.3

¹ Data are for 2- and 4-year institutions that were accredited by an agency or organization that was recognized by the U.S. Department of Education or recognized directly by the Secretary of Education.

² Data are for 2- and 4-year institutions that were participating in Title IV federal financial aid programs.

³ Institutions are classified into the following seven mutually exclusive categories based on their minority-serving status, with the last six categories constituting the universe of minority-serving institutions: (1) non-minority-serving (institutions that do not meet the criteria that define the six minority-serving categories explained next); (2) HBCU (Historically Black Colleges and Universities); (3) Black-serving, non-HBCU (institutions that are not HBCU but in which 25 percent or more of the total undergraduate enrollment are Black students); (4) Hispanic-serving (institutions in which 25 percent or more of the total undergraduate enrollment are Hispanic students); (5) Asian-serving (institutions in which Asian/Pacific Islander undergraduates constitute 25 percent or more of the total undergraduate enrollment); (6) American Indian-serving (Tribal Colleges and Universities [TCU] or institutions in which 25 percent or more of the total undergraduate enrollment are American Indian/Alaska Native students); and (7) Other minority-serving institutions (those that fall into none of the above minority-serving categories but in which students in at least two of the four individual minority groups constitute at least 25 percent of the total undergraduate enrollment or minority students combined constitute at least 50 percent of the total undergraduate enrollment [see detailed definitions in report text]).

⁴ Of the total 102, 105, and 100 HBCUs in 1984, 1994 and 2004, respectively, as reported in the Integrated Postsecondary Education Data System (IPEDS), few either reported no undergraduate enrollment or were out of the institution coverage of this study, resulting in the number of HBCUs totaling 96, 99 and 94 in 1984, 1994, and 2004, respectively, in this table.

⁵ For 2004, this category also includes a few (11) institutions that were designated as Hispanic-serving in 2003 by the Office for Civil Rights (OCR) but in which Hispanics accounted for less than 25 percent of the total undergraduate enrollment in 2004.

NOTE: Data are for degree-granting institutions of higher education that were located in the 50 states and the District of Columbia and had reported undergraduate enrollment in the survey year. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 1984, 1994, and 2004.

The percentage of HBCUs in the universe of degree-granting postsecondary institutions decreased from 3 percent in both 1984 and 1994 to 2 percent in 2004. The decline in proportion of HBCUs resulted from the combination of two factors. First, the establishment of HBCUs status was set by law prior to 1964, meaning that their total number will not change over time. Second, the universe of degree-granting Title IV institutions was larger in 2004 than in either 1994 or 1984 (totaling 3,060 in 1984, 3,299 in 1994, and 3,935 in 2004).

While the total number of Asian-serving institutions increased from 21 in 1984 to 48 and 76 in 1994 and 2004, respectively, their representation among the universe of institutions increased only slightly from 1 to 2 percent, due to their relatively small base number originally, while the universe of institutions was larger in later years. Likewise, the proportion of American Indian-serving institutions was about 1 percent in all 3 years, despite increasing to 46 in 2004, up from 26 in 1984.

Increased Minority Student Enrollment at MSIs

Over time, not only did the total number of MSIs increase, but the proportion of all undergraduate students who enrolled at MSIs also grew. In 2004, MSIs as a whole represented 31 percent of the total U.S. undergraduate enrollment, an increase of 20 percentage points from 1984 (11 percent; table 3-A). The growth in MSIs is even more evident when measured by minority student enrollment. In 1984, MSIs enrolled 38 percent of all minority students (table 3-B); in 1994, this proportion increased to nearly one-half (47 percent); and by 2004, over half (58 percent) of all minority students were enrolled in such institutions. In fact, except for American Indians, over half of the students in each individual minority group were enrolled in MSIs in 2004, with Hispanics topping both Blacks and Asians (63 vs. 58 and 53 percent, respectively) (table 3-C). Among American Indian undergraduates, almost 4 out of 10 (39 percent) were enrolled in minority-serving institutions in 2004.

Among MSIs, Hispanic-serving institutions topped all other subgroups in their enrollment of minority students. In 2004, Hispanic-serving institutions alone had 27 percent of the total undergraduate minority enrollment, followed by Black-serving non-HBCUs (16 percent), Asian-serving institutions (8 percent), HBCUs (5 percent), and American Indian-serving institutions (1 percent) (table 3-B).

Minority Enrollment Concentrations in 2004

As one would expect based on how they are defined in this study, each of the various subgroups of MSIs enrolls a high concentration of a defining group of minority students. However, some subgroups of MSIs, in particular, Hispanic-serving institutions, also enroll large proportions of minority students other than the dominant group (table 3-C). In addition to enrolling half of all Hispanic undergraduates in 2004, Hispanic-serving institutions also enrolled 19, 13, and 11 percent of all Asian, American Indian, and Black undergraduates, respectively. The role played by Hispanic-serving institutions to the undergraduate education of Asians and American Indians is particularly evident: the proportions of Asian and American Indian students

Table 3-A. Total undergraduate enrollment and its percentage distribution of degree-granting postsecondary institutions, by minority-serving status of institution and population served: Fall 1984, 1994, and 2004

Minority-serving status of institution and population served	Total undergraduate enrollment			Percentage distribution		
	1984 ¹	1994 ¹	2004 ²	1984 ¹	1994 ¹	2004 ²
Total	10,612,108	12,234,979	14,780,630	100.0	100.0	100.0
Minority-serving status of institution ³						
Non-minority-serving	9,450,734	9,851,291	10,253,664	89.1	80.5	69.4
Minority-serving (total)	1,161,374	2,383,688	4,526,966	10.9	19.5	30.6
Population served						
HBCU	201,898	248,135	269,896	1.9	2.0	1.8
Black-serving, non-HBCU	457,602	647,099	1,491,757	4.3	5.3	10.1
Hispanic-serving ⁴	289,807	749,267	1,928,447	2.7	6.1	13.0
Asian-serving	104,829	355,641	600,115	1.0	2.9	4.1
American Indian-serving	14,719	29,645	50,635	0.1	0.2	0.3
Other minority-serving	92,519	353,901	186,116	0.9	2.9	1.3

¹ Data are for 2- and 4-year institutions that were accredited by an agency or organization that was recognized by the U.S. Department of Education or recognized directly by the Secretary of Education.

² Data are for 2- and 4-year institutions that were participating in Title IV federal financial aid programs.

³ Institutions are classified into the following seven mutually exclusive categories based on their minority-serving status, with the last six categories constituting the universe of minority-serving institutions: (1) non-minority-serving (institutions that do not meet the criteria that define the six minority-serving categories explained next); (2) HBCU (Historically Black Colleges and Universities); (3) Black-serving, non-HBCU (institutions that are not HBCU but in which 25 percent or more of the total undergraduate enrollment are Black students); (4) Hispanic-serving (institutions in which 25 percent or more of the total undergraduate enrollment are Hispanic students); (5) Asian-serving (institutions in which Asian/Pacific Islander undergraduates constitute 25 percent or more of the total undergraduate enrollment); (6) American Indian-serving (Tribal Colleges and Universities [TCU] or institutions in which 25 percent or more of the total undergraduate enrollment are American Indian/Alaska Native students); and (7) Other minority-serving institutions (those that fall into none of the above minority-serving categories but in which students in at least two of the four individual minority groups constitute at least 25 percent of the total undergraduate enrollment or minority students combined constitute at least 50 percent of the total undergraduate enrollment [see detailed definitions in report text]).

⁴ For 2004, this category also includes a few (11) institutions that were designated as Hispanic-serving in 2003 by the Office for Civil Rights (OCR) but in which Hispanics accounted for less than 25 percent of the total undergraduate enrollment in 2004.

NOTE: Data are for degree-granting institutions of higher education that were located in the 50 states and the District of Columbia and had reported undergraduate enrollment in the survey year. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 1984, 1994, and 2004.

in Hispanic-serving institutions approach their enrollment levels in Asian-serving and American Indian-serving institutions (19 vs. 24 percent and 13 vs. 16 percent, respectively). Likewise, Hispanic-serving institutions enrolled 11 percent of Black undergraduates, which was very close to the proportion of Black students enrolled in HBCUs (12 percent) in 2004. Similarly, though to a lesser degree, in addition to serving 31 percent of all Black students, Black-serving non-HBCUs enrolled other minority groups as well. Collectively, Black-serving non-HBCUs enrolled about 5 percent of the total undergraduate enrollment for each of the other three minority groups (Asians, Hispanics, and American Indians).

Table 3-B. Total minority undergraduate enrollment and its percentage distribution of degree-granting postsecondary institutions, by minority-serving status of institution and population served: Fall 1984, 1994, and 2004

Minority-serving status of institution and population served	Total minority undergraduate enrollment			Percentage distribution		
	1984 ¹	1994 ¹	2004 ²	1984 ¹	1994 ¹	2004 ²
Total	1,911,221	3,070,791	4,695,524	100.0	100.0	100.0
Minority-serving status of institution ³						
Non-minority-serving	1,192,285	1,614,762	1,963,257	62.4	52.6	41.8
Minority-serving (total)	718,936	1,456,029	2,732,267	37.6	47.4	58.2
Population served						
HBCU	166,498	215,256	238,040	8.7	7.0	5.1
Black-serving, non-HBCU	242,852	329,801	732,435	12.7	10.7	15.6
Hispanic-serving ⁴	164,051	448,327	1,257,411	8.6	14.6	26.8
Asian-serving	61,905	206,460	354,417	3.2	6.7	7.5
American Indian-serving	9,709	18,401	28,824	0.5	0.6	0.6
Other minority-serving	73,921	237,784	121,140	3.9	7.7	2.6

¹ Data are for 2- and 4-year institutions that were accredited by an agency or organization that was recognized by the U.S. Department of Education or recognized directly by the Secretary of Education.

² Data are for 2- and 4-year institutions that were participating in Title IV federal financial aid programs.

³ Institutions are classified into the following seven mutually exclusive categories based on their minority-serving status, with the last six categories constituting the universe of minority-serving institutions: (1) non-minority-serving (institutions that do not meet the criteria that define the six minority-serving categories explained next); (2) HBCU (Historically Black Colleges and Universities); (3) Black-serving, non-HBCU (institutions that are not HBCU but in which 25 percent or more of the total undergraduate enrollment are Black students); (4) Hispanic-serving (institutions in which 25 percent or more of the total undergraduate enrollment are Hispanic students); (5) Asian-serving (institutions in which Asian/Pacific Islander undergraduates constitute 25 percent or more of the total undergraduate enrollment); (6) American Indian-serving (Tribal Colleges and Universities [TCU] or institutions in which 25 percent or more of the total undergraduate enrollment are American Indian/Alaska Native students); and (7) Other minority-serving institutions (those that fall into none of the above minority-serving categories but in which students in at least two of the four individual minority groups constitute at least 25 percent of the total undergraduate enrollment or minority students combined constitute at least 50 percent of the total undergraduate enrollment [see detailed definitions in report text]).

⁴ For 2004, this category also includes a few (11) institutions that were designated as Hispanic-serving in 2003 by the Office for Civil Rights (OCR) but in which Hispanics accounted for less than 25 percent of the total undergraduate enrollment in 2004.

NOTE: Data are for degree-granting institutions of higher education that were located in the 50 states and the District of Columbia and had reported undergraduate enrollment in the survey year. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 1984, 1994, and 2004.

By contrast, both HBCUs and American Indian-serving institutions generally enrolled only their respective defining minority groups, which may reflect their primary historical missions to serve these students. Student enrollment for any of the other three minority groups was less than 1 percent at both HBCUs and American Indian-serving institutions.

It is of interest to note that while Hispanic-serving institutions stand out from other subgroups of MSIs by also enrolling minority students other than Hispanics, the majority of Hispanic undergraduates attending MSIs were concentrated in Hispanic-serving institutions.

Table 3-C. Total undergraduate enrollment and its percentage distribution of degree-granting Title IV institutions, by race/ethnicity of student, minority-serving status of institution, and population served: Fall 2004

Minority-serving status of institution and population served	Total undergraduate enrollment in 2004				Percentage distribution			
	Black	Hispanic	Asian ¹	American Indian ²	Black	Hispanic	Asian ¹	American Indian ²
Total	1,918,465	1,666,859	949,882	160,318	100.0	100.0	100.0	100.0
Minority-serving status of institution ³								
Non-minority-serving	806,300	611,419	447,128	98,410	42.0	36.7	47.1	61.4
Minority-serving (total)	1,112,165	1,055,440	502,754	61,908	58.0	63.3	52.9	38.6
Population served								
HBCU	228,223	7,444	1,800	573	11.9	0.4	0.2	0.4
Black-serving, non-HBCU	586,752	86,205	50,943	8,535	30.6	5.2	5.4	5.3
Hispanic-serving	219,835	836,677	179,701	21,198	11.5	50.2	18.9	13.2
Asian-serving	37,203	82,186	230,853	4,175	1.9	4.9	24.3	2.6
American Indian-serving	1,250	1,779	278	25,517	0.1	0.1	#	15.9
Other minority-serving	38,902	41,149	39,179	1,910	2.0	2.5	4.1	1.2

Rounds to zero.

¹ Including Pacific Islander.

² Including Alaska Native.

³ Institutions are classified into the following seven mutually exclusive categories based on their minority-serving status, with the last six categories constituting the universe of minority-serving institutions (MSIs): (1) non-minority-serving (institutions that do not meet the criteria that define the six minority-serving categories explained next); (2) HBCU (Historically Black Colleges and Universities); (3) Black-serving, non-HBCU (institutions that are not HBCU but in which 25 percent or more of the total undergraduate enrollment are Black students); (4) Hispanic-serving (institutions in which 25 percent or more of the total undergraduate enrollment are Hispanic students or institutions designated as Hispanic-serving in 2003 by the Office for Civil Rights); (5) Asian-serving (institutions in which Asian/Pacific Islander undergraduates constitute 25 percent or more of the total undergraduate enrollment); (6) American Indian-serving (Tribal Colleges and Universities [TCU] or institutions in which 25 percent or more of the total undergraduate enrollment are American Indian/Alaska Native students); and (7) Other minority-serving institutions (those that fall into none of the above minority-serving categories but in which students in at least two of the four individual minority groups constitute at least 25 percent of the total undergraduate enrollment or minority students combined constitute at least 50 percent of the total undergraduate enrollment [see detailed definitions in report text]).

NOTE: Data are for degree-granting institutions of higher education that were located in the 50 states and the District of Columbia and had reported undergraduate enrollment in the survey year. Detail may not sum to totals because of rounding. "Title IV institutions" are those that have signed Title IV participation agreements with the U.S. Department of Education, making them eligible for the federal student aid programs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2004.

Hispanic-serving institutions as one subgroup of MSIs alone enrolled 50 percent of all Hispanic undergraduates, compared with 63 percent enrolled by all subgroups of MSIs as a whole (table 3-C). By way of comparison, relatively large proportions of Asian, American Indian, and Black undergraduates attended other MSIs outside their respective defining subgroup of MSIs. For example, a total of 39 percent of American Indian undergraduates enrolled in various subgroups of MSIs, with 13 percent attending Hispanic-serving institutions and another 16 percent attending American Indian-serving institutions. The corresponding proportions for Asian undergraduates

were 53 percent (in any MSI), 19 percent (in Hispanic-serving institutions), and 24 percent (in Asian-serving institutions). Of the total Black undergraduate enrollment, 58 percent were enrolled in MSIs as a whole, 11 percent were in Hispanic-serving institutions, 12 percent were in HBCUs, and 31 percent were in Black-serving non-HBCUs.

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Characteristics of Minority-Serving Institutions

As described in the previous section, the universe of minority-serving institutions (MSIs) (a total of 1,254 degree-granting Title IV institutions in 2004) consisted of six subgroups defined uniquely either by their history (e.g., HBCUs) or by the size of a defining minority group's enrollment in the undergraduate student body (e.g., Asians as the defining minority group for Asian-serving institutions). How do these subgroups of MSIs differ from one another and from non-MSIs in their major institutional characteristics? The current section addresses this question.

Sector of Institution

Compared with non-MSIs, a relatively large proportion of MSIs were found in the private for-profit sector (36 vs. 15 percent of non-MSIs) (table 4-A). Correspondingly, the percentage of institutions that were in the public and private not-for-profit 4-year sectors was lower for MSIs than for non-MSIs (30 vs. 58 percent). These differences were attributable primarily to Black-serving non-HBCUs, Hispanic-serving institutions, and the “Other” category of minority-serving institutions, of which 41 to 46 percent were in the private for-profit sector. However, the remaining subgroups of MSIs (i.e., HBCUs, American Indian-serving institutions, and Asian-serving institutions) all were less well-represented in the private for-profit sector than were non-MSIs (0, 2, and 12 percent, respectively, vs. 15 percent). HBCUs are not represented in the private for-profit sector because they were established prior to 1964 for the education of Black Americans, while private for-profit institutions originated much later (e.g., as shown in appendix B, there were a total of 854 degree-granting Title IV institutions that were private for-profit in 2004, but zero in 1984). The vast majority of HBCUs are in the two 4-year sectors—either public (41 percent) or private not-for-profit (46 percent)—a concentration higher than for non-MSIs (18 and 40 percent, respectively, in the public and private not-for-profit sectors). Among Asian-serving institutions, 25 percent were public 4-year institutions and 30 percent were private not-for-profit 4-year institutions, summing to a total of 55 percent in these two 4-year sectors, making them a subgroup of MSIs almost on par with non-MSIs in the two 4-year sectors (58 percent). Nearly half (48 percent) of American Indian-serving institutions were in the public 2-year sector, a higher proportion than in any other subgroup (11–32 percent).

Although the majority of either MSIs (58 percent) or non-MSIs (57 percent) were in the private sectors (table 4-A), both types of institutions enrolled proportionally fewer students (16 and 23 percent, respectively) in the private sectors than was the case in the public sectors (84 and

Table 4-A. Number and percentage distribution of degree-granting Title IV institutions, by sector, minority-serving status of institution, and population served: Fall 2004

Minority-serving status of institution and population served	Total number of institutions	Percentage distribution of institutions by sector									Percent that are in public and private not-for-profit 4-year institutions	
		Public			Private							
		Total	4-year	2-year	Total	Not-for-profit			For-profit			
						Total	4-year	2-year	Total	4-year		2-year
Total	3,935	42.6	15.7	26.9	57.4	36.0	33.1	2.8	21.4	8.8	12.7	48.9
Minority-serving status of institution ¹												
Non-minority-serving	2,681	42.9	17.6	25.4	57.1	42.3	40.2	2.2	14.7	6.3	8.5	57.7
Minority-serving (total)	1,254	41.9	11.8	30.1	58.1	22.3	18.1	4.2	35.7	14.1	21.6	29.9
Population served												
HBCU ²	94	52.1	41.5	10.6	47.9	47.9	45.7	2.1	#	#	#	87.2
Black-serving, non-HBCU	622	37.3	5.9	31.4	62.7	20.1	15.4	4.7	42.6	16.1	26.5	21.4
Hispanic-serving	366	42.6	10.7	32.0	57.4	16.1	13.1	3.0	41.3	16.4	24.9	23.8
Asian-serving	76	55.3	25.0	30.3	44.7	34.2	30.3	3.9	10.5	7.9	2.6	55.3
American Indian-serving	46	69.6	21.7	47.8	30.4	28.3	15.2	13.0	2.2	#	2.2	37.0
Other minority-serving	50	30.0	8.0	22.0	70.0	24.0	20.0	4.0	46.0	22.0	24.0	28.0

Rounds to zero.

¹ Institutions are classified into the following seven mutually exclusive categories based on their minority-serving status, with the last six categories constituting the universe of minority-serving institutions (MSIs): (1) non-minority-serving (institutions that do not meet the criteria that define the six minority-serving categories explained next); (2) HBCU (Historically Black Colleges and Universities); (3) Black-serving, non-HBCU (institutions that are not HBCU but in which 25 percent or more of the total undergraduate enrollment are Black students); (4) Hispanic-serving (institutions in which 25 percent or more of the total undergraduate enrollment are Hispanic students or institutions designated as Hispanic-serving in 2003 by the Office for Civil Rights); (5) Asian-serving (institutions in which Asian/Pacific Islander undergraduates constitute 25 percent or more of the total undergraduate enrollment); (6) American Indian-serving (Tribal Colleges and Universities [TCU] or institutions in which 25 percent or more of the total undergraduate enrollment are American Indian/Alaska Native students); and (7) Other minority-serving institutions (those that fall into none of the above minority-serving categories but in which students in at least two of the four individual minority groups constitute at least 25 percent of the total undergraduate enrollment or minority students combined constitute at least 50 percent of the total undergraduate enrollment [see detailed definitions in report text]).

² Of the total 100 HBCUs reported in the Integrated Postsecondary Education Data System (IPEDS), 2004 Fall Enrollment Survey, 5 reported no undergraduate enrollment while another was located in the Virgin Islands, which is outside the geographic coverage of the current study. Therefore, the number of HBCUs totals 94 in this table.

NOTE: Data are for degree-granting institutions of higher education that were located in the 50 states and the District of Columbia and had reported undergraduate enrollment in the survey year. Detail may not sum to totals because of rounding. "Title IV institutions" are those that have signed Title IV participation agreements with the U.S. Department of Education, making them eligible for the federal student aid programs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2004.

77 percent, respectively) (table 4-B).¹⁴ In fact, while private for-profit MSIs made up 36 percent of all MSIs, they enrolled 8 percent of all MSI students. In contrast, community colleges enrolled proportionally far more undergraduates, especially among MSIs. Public 2-year institutions that were Black-serving non-HBCUs or Hispanic-serving constituted 31–32 percent of all such MSIs, but they accounted for 59 to 64–65 percent of the corresponding enrollment, respectively, either by counting total enrollment (table 4-B) or total minority enrollment (table 4-C).

Carnegie Classification

The 2000 Carnegie classification helps researchers make comparisons among various institutions according to institutions' primary missions, especially among 4-year institutions (nearly all 2-year institutions fall into the Carnegie classification of associate's degree). Among 4-year institutions, MSIs as a whole had a lower proportion of doctoral institutions than did non-MSIs (11 vs. 13 percent) (table 5). The low proportion (7–9 percent) of doctoral institutions among HBCUs, Black-serving non-HBCUs, and Hispanic-serving institutions accounted for this difference, despite a high proportion (47 percent) of Asian-serving institutions being doctoral institutions.

Admissions Selectivity

Admissions selectivity also distinguishes MSIs from non-MSIs and from various institutions within MSIs. As explained earlier, all 2-year institutions and those in the for-profit sector are defined as having “open admissions” policies. Although not all private for-profit institutions have these policies, most do or have no requirements for test scores. Even among the few private for-profit institutions that do not have open admissions policies and that require test scores instead (a total of 90 in this study), more than half (59 out of the total 90) admit 75 percent or more of their applicants. Therefore, the following discussion is limited to the two sectors of 4-year institutions: public 4-year and private not-for-profit 4-year.

Among public and private not-for-profit 4-year institutions, the percentage of those with open admissions policies was higher for MSIs than non-MSIs (28 vs. 9 percent), while the reverse was true with respect to the percentage of institutions that were either “moderately selective” (43 vs. 54 percent) or “very selective” (6 vs. 15 percent) (table 6). Indeed, for each subgroup of public and private not-for-profit 4-year MSIs except Asian-serving institutions, nearly half or more were either open admissions or “minimally selective.” Among American Indian-serving institutions, in particular, 76 percent were open admissions and 24 percent were

¹⁴ This is due to the smaller enrollment sizes that are more common in the for-profit sector than in the other sectors. For example, the median undergraduate enrollment was 411, 1,201, 3,935, and 6,091 in private for-profit, private not-for-profit 4-year, public 2-year, and public 4-year institutions, respectively (data not shown in tables).

Table 4-B. Total undergraduate enrollment and its percentage distribution of degree-granting Title IV institutions, by sector, minority-serving status of institution, and population served: Fall 2004

Minority-serving status of institution and population served	Total enrollment	Percentage distribution of enrollment by sector									Percent that are in public and private not-for-profit 4-year institutions	
		Public			Private							
		Total	4-year	2-year	Total	Not-for-profit			For-profit			
						Total	4-year	2-year	Total	4-year		2-year
Total	14,780,630	78.8	36.6	42.2	21.2	16.2	15.9	0.3	5.0	3.3	1.8	52.5
Minority-serving status of institution ¹												
Non-minority-serving	10,253,664	76.7	40.8	35.9	23.3	19.8	19.6	0.2	3.5	2.5	1.0	60.4
Minority-serving (total)	4,526,966	83.7	27.1	56.6	16.3	7.9	7.4	0.5	8.4	4.9	3.5	34.5
Population served												
HBCU	269,896	74.4	62.9	11.5	25.6	25.6	25.5	0.2	#	#	#	88.3
Black-serving, non-HBCU	1,491,757	75.7	16.9	58.8	24.3	10.2	9.5	0.7	14.1	9.1	4.9	26.4
Hispanic-serving	1,928,447	88.1	22.7	65.4	11.9	4.0	3.7	0.3	7.9	3.9	4.0	26.4
Asian-serving	600,115	91.8	45.4	46.4	8.2	7.5	7.2	0.3	0.7	0.5	0.2	52.6
American Indian-serving	50,635	87.6	41.2	46.4	12.4	12.0	8.1	3.9	0.3	#	0.3	49.3
Other minority-serving	186,116	89.3	40.2	49.1	10.7	3.6	3.3	0.3	7.1	4.7	2.4	43.5

Rounds to zero.

¹ Institutions are classified into the following seven mutually exclusive categories based on their minority-serving status, with the last six categories constituting the universe of minority-serving institutions (MSIs): (1) non-minority-serving (institutions that do not meet the criteria that define the six minority-serving categories explained next); (2) HBCU (Historically Black Colleges and Universities); (3) Black-serving, non-HBCU (institutions that are not HBCU but in which 25 percent or more of the total undergraduate enrollment are Black students); (4) Hispanic-serving (institutions in which 25 percent or more of the total undergraduate enrollment are Hispanic students or institutions designated as Hispanic-serving in 2003 by the Office for Civil Rights); (5) Asian-serving (institutions in which Asian/Pacific Islander undergraduates constitute 25 percent or more of the total undergraduate enrollment); (6) American Indian-serving (Tribal Colleges and Universities [TCU] or institutions in which 25 percent or more of the total undergraduate enrollment are American Indian/Alaska Native students); and (7) Other minority-serving institutions (those that fall into none of the above minority-serving categories but in which students in at least two of the four individual minority groups constitute at least 25 percent of the total undergraduate enrollment or minority students combined constitute at least 50 percent of the total undergraduate enrollment [see detailed definitions in report text]).

NOTE: Data are for degree-granting institutions of higher education that were located in the 50 states and the District of Columbia and had reported undergraduate enrollment in the survey year. Detail may not sum to totals because of rounding. "Title IV institutions" are those that have signed Title IV participation agreements with the U.S. Department of Education, making them eligible for the federal student aid programs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2004.

Table 4-C. Total minority undergraduate enrollment and its percentage distribution of degree-granting Title IV institutions, by sector, minority-serving status of institution, and population served: Fall 2004

Minority-serving status of institution and population served	Total enrollment	Percentage distribution of enrollment by sector									Percent that are in public and private not-for-profit 4-year institutions	
		Public			Private							
		Total	4-year	2-year	Total	Not-for-profit			For-profit			
		Total	4-year	2-year	Total	Total	4-year	2-year	Total	4-year	2-year	
Total	4,695,524	80.6	32.6	47.9	19.4	12.7	12.3	0.4	6.8	4.1	2.6	44.9
Minority-serving status of institution ¹												
Non-minority-serving	1,963,257	76.6	38.4	38.2	23.4	19.0	18.8	0.2	4.4	3.3	1.1	57.2
Minority-serving (total)	2,732,267	83.4	28.5	54.9	16.6	8.1	7.7	0.5	8.5	4.8	3.7	36.1
Population served												
HBCU	238,040	71.9	63.4	8.5	28.1	28.1	27.9	0.2	#	#	#	91.3
Black-serving, non-HBCU	732,435	74.0	15.2	58.8	26.0	10.4	9.6	0.7	15.6	10.0	5.6	24.9
Hispanic-serving	1,257,411	87.9	23.9	64.0	12.1	3.8	3.4	0.3	8.3	3.8	4.4	27.4
Asian-serving	354,417	92.8	44.4	48.4	7.2	6.3	6.0	0.3	0.9	0.6	0.3	50.5
American Indian-serving	28,824	82.1	31.7	50.4	17.9	17.5	11.3	6.2	0.5	#	0.5	42.9
Other minority-serving	121,140	88.0	39.3	48.8	12.0	4.0	3.6	0.3	8.0	5.4	2.6	42.9

Rounds to zero.

¹ Institutions are classified into the following seven mutually exclusive categories based on their minority-serving status, with the last six categories constituting the universe of minority-serving institutions (MSIs): (1) non-minority-serving (institutions that do not meet the criteria that define the six minority-serving categories explained next); (2) HBCU (Historically Black Colleges and Universities); (3) Black-serving, non-HBCU (institutions that are not HBCU but in which 25 percent or more of the total undergraduate enrollment are Black students); (4) Hispanic-serving (institutions in which 25 percent or more of the total undergraduate enrollment are Hispanic students or institutions designated as Hispanic-serving in 2003 by the Office for Civil Rights); (5) Asian-serving (institutions in which Asian/Pacific Islander undergraduates constitute 25 percent or more of the total undergraduate enrollment); (6) American Indian-serving (Tribal Colleges and Universities [TCU] or institutions in which 25 percent or more of the total undergraduate enrollment are American Indian/Alaska Native students); and (7) Other minority-serving institutions (those that fall into none of the above minority-serving categories but in which students in at least two of the four individual minority groups constitute at least 25 percent of the total undergraduate enrollment or minority students combined constitute at least 50 percent of the total undergraduate enrollment [see detailed definitions in report text]).

NOTE: Data are for degree-granting institutions of higher education that were located in the 50 states and the District of Columbia and had reported undergraduate enrollment in the survey year. Detail may not sum to totals because of rounding. "Title IV institutions" are those that have signed Title IV participation agreements with the U.S. Department of Education, making them eligible for the federal student aid programs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2004.

Table 5. Total number and percentage distribution of 4-year degree-granting Title IV institutions, by Carnegie classification, minority-serving status of institution, and population served: Fall 2004

Minority-serving status of institution and population served	Number of institutions	Carnegie classification of institution ¹					
		Doctorate	Master's	Bachelor's	Associate's	Specialized	Tribal
Total	2,026	12.4	29.3	28.2	8.4	21.2	0.4
Minority-serving status of institution ²							
Non-minority-serving	1,573	12.9	29.4	30.1	6.4	21.2	#
Minority-serving (total)	453	10.8	28.7	21.6	15.7	21.2	2.0
Population served							
HBCU	82	8.5	34.1	54.9	#	2.4	#
Black-serving, non-HBCU	175	6.9	25.1	21.1	20.6	26.3	#
Hispanic-serving	119	6.7	37.8	7.6	23.5	24.4	#
Asian-serving	43	46.5	16.3	9.3	4.7	23.3	#
American Indian-serving	17	#	17.6	5.9	11.8	11.8	52.9
Other minority-serving	17	11.8	17.6	11.8	17.6	41.2	#

Rounds to zero.

¹ Referring to the 2000 Carnegie classification. (Note: This is a condensed version by collapsing certain categories—e.g., the “Bachelor’s” group here is an aggregate of the three original baccalaureate categories. See text for more details.) Excluded from this table are 4-year institutions that were not classified for the basic Carnegie classification (a total of 242).

² Institutions are classified into the following seven mutually exclusive categories based on their minority-serving status, with the last six categories constituting the universe of minority-serving institutions (MSIs): (1) non-minority-serving (institutions that do not meet the criteria that define the six minority-serving categories explained next); (2) HBCU (Historically Black Colleges and Universities); (3) Black-serving, non-HBCU (institutions that are not HBCU but in which 25 percent or more of the total undergraduate enrollment are Black students); (4) Hispanic-serving (institutions in which 25 percent or more of the total undergraduate enrollment are Hispanic students or institutions designated as Hispanic-serving in 2003 by the Office for Civil Rights); (5) Asian-serving (institutions in which Asian/Pacific Islander undergraduates constitute 25 percent or more of the total undergraduate enrollment); (6) American Indian-serving (Tribal Colleges and Universities [TCU] or institutions in which 25 percent or more of the total undergraduate enrollment are American Indian/Alaska Native students); and (7) Other minority-serving institutions (those that fall into none of the above minority-serving categories but in which students in at least two of the four individual minority groups constitute at least 25 percent of the total undergraduate enrollment or minority students combined constitute at least 50 percent of the total undergraduate enrollment [see detailed definitions in report text]).

NOTE: Data are for degree-granting institutions of higher education that were located in the 50 states and the District of Columbia and had reported undergraduate enrollment in the survey year. Detail may not sum to totals because of rounding. “Title IV institutions” are those that have signed Title IV participation agreements with the U.S. Department of Education, making them eligible for the federal student aid programs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2004.

minimally selective. In contrast, among Asian-serving 4-year institutions that were public or private not-for-profit, 9 percent were minimally selective, and another 9 percent were open admissions. Also, among these Asian-serving 4-year institutions, 41 percent were very selective, a much higher proportion than that for their non-MSI counterparts (15 percent).

The lower admissions selectivity observed here for MSIs (except Asian-serving institutions) relative to non-MSIs is descriptive in nature and thus should be interpreted with caution. Differences among racial/ethnic groups of students in standardized test performance,

Table 6. Total number and percentage distribution of public and private not-for-profit 4-year degree-granting Title IV institutions, by admissions selectivity, minority-serving status of institution, and population served: Fall 2004

Minority-serving status of institution and population served	Number of institutions ¹	Percentage distribution by admission selectivity ²			
		Very selective	Moderately selective	Minimally selective	Open admission
Total	1,822	12.9	51.4	22.7	13.0
Minority-serving status of institution ³					
Non-minority-serving	1,471	14.5	53.5	22.5	9.4
Minority-serving (total)	351	6.0	42.7	23.6	27.6
Population served					
HBCU	82	2.4	45.1	23.2	29.3
Black-serving, non-HBCU	124	1.6	50.0	25.8	22.6
Hispanic-serving	82	2.4	40.2	26.8	30.5
Asian-serving	34	41.2	41.2	8.8	8.8
American Indian-serving	17	#	#	23.5	76.5
Other minority-serving	12	8.3	33.3	25.0	33.3

Rounds to zero.

¹ Excluding institutions that had missing values for admission selectivity (a total of 101, or 5 percent of all not-for-profit 4-year institutions). See appendix B in the report text for details about how admission selectivity levels are determined in this study.

² Degree-granting Title IV institutions are divided into four groups (very selective, moderately selective, minimally selective, and open admission), based on a methodology developed by Alisa Cunningham at the Institute for Higher Education Policy (<http://www.ihep.org/>). This approach defines all 2-year institutions and all private for-profit institutions as “open admission.” Among 4-year institutions that are public or private not-for-profit, several variables from the IPEDS IC component survey (including percentage of applicants who are admitted, median admission SAT/ACT scores, and admission policy) are used to determine admission selectivity (see detailed explanation in report text).

³ Institutions are classified into the following seven mutually exclusive categories based on their minority-serving status, with the last six categories constituting the universe of minority-serving institutions (MSIs): (1) non-minority-serving (institutions that do not meet the criteria that define the six minority-serving categories explained next); (2) HBCU (Historically Black Colleges and Universities); (3) Black-serving, non-HBCU (institutions that are not HBCU but in which 25 percent or more of the total undergraduate enrollment are Black students); (4) Hispanic-serving (institutions in which 25 percent or more of the total undergraduate enrollment are Hispanic students or institutions designated as Hispanic-serving in 2003 by the Office for Civil Rights); (5) Asian-serving (institutions in which Asian/Pacific Islander undergraduates constitute 25 percent or more of the total undergraduate enrollment); (6) American Indian-serving (Tribal Colleges and Universities [TCU] or institutions in which 25 percent or more of the total undergraduate enrollment are American Indian/Alaska Native students); and (7) Other minority-serving institutions (those that fall into none of the above minority-serving categories but in which students in at least two of the four individual minority groups constitute at least 25 percent of the total undergraduate enrollment or minority students combined constitute at least 50 percent of the total undergraduate enrollment [see detailed definitions in report text]).

NOTE: Data are for degree-granting institutions of higher education that were located in the 50 states and the District of Columbia and had reported undergraduate enrollment in the survey year. Detail may not sum to totals because of rounding. “Title IV institutions” are those that have signed Title IV participation agreements with the U.S. Department of Education, making them eligible for the federal student aid programs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2004.

which is one of the major factors used in determining an institution’s admissions selectivity (as described in appendix B), is well documented (e.g., The College Board 2006)). The data discussed in this report cannot address whether minority students attend MSIs because of their

lower admissions selectivity or whether the lower selectivity of MSIs is a function of their large minority student enrollment.

Graduation Rates

As described earlier in the introduction, “graduation rate” as defined in this study refers to a particular time point in 2004 and is calculated separately for two specific cohorts of freshmen who had never attended college before and who enrolled full time in the fall with the intent to earn a degree/certificate: the 1998 entering class for 4-year institutions and the 2001 entering class for 2-year institutions. Thus, the 2004 graduation rate in this study is a 6-year graduation rate measure for 4-year institutions and a 3-year measure for 2-year institutions. When averaging among subgroups of institutions, the graduation rate is weighted by student enrollment to reflect the fact that individual institutions vary widely in their enrollment size (e.g., ranging from 10 to 57,026 among Hispanic-serving institutions).

Among 4-year degree-granting institutions in 2004, MSIs as a whole had a lower average 6-year graduation rate¹⁵ than did their non-MSIs counterparts (41 vs. 54 percent) (table 7). However, there were variations among subgroups of MSIs in their average graduation rates. Asian-serving institutions had the highest graduation rate (65 percent), which was 11 percentage points higher than that for non-MSIs (54 percent). In contrast, at 4-year institutions that were HBCUs, Black-serving non-HBCUs, or Hispanic-serving institutions, about one-third (34–37 percent) of their freshmen cohorts graduated in 6 years. The average 6-year graduation rate was even lower (28 percent) among 4-year American Indian-serving institutions.

However, variations in graduation rates¹⁶ among 2-year institutions reveal a pattern that was somewhat different from that of 4-year institutions. As with comparable 4-year institutions, 2-year Asian-serving institutions reported higher graduation rates than 2-year non-MSIs (36 vs. 25 percent). However, 2-year Hispanic-serving MSIs had, on average, a slightly higher graduation rate (27 percent) than did 2-year non-MSIs (25 percent). Because 2-year Hispanic-serving institutions made up the largest subgroup among MSIs in terms of student enrollment (table 4-B), the slightly higher graduation rate reported by these institutions raised the average 3-year graduation rate of all 2-year MSIs to the level of non-MSIs (25 percent for both groups of institutions). Nonetheless, as with 4-year institutions, 2-year HBCUs, Black-serving non-HBCUs, and American Indian-serving institutions all had lower 3-year graduation rates than did their

¹⁵ These rates are based on the cohort who enrolled in 1998 as full-time, first-time, degree/certificate-seeking undergraduates.

¹⁶ Here the term “graduation rates” refers to 3-year graduation rates in 2004 for the cohort who enrolled in 2001 as full-time, first-time, degree/certificate-seeking undergraduates.

comparable non-MSIs in 2004, graduating, on average, roughly one-fifth (19–21 percent) of the 2001 cohorts.

Table 7. Average enrollment weighted graduation rates in 4- and 2-year degree-granting Title IV institutions, by control, minority-serving status of institution, and population served: Fall 2004

Minority-serving status of institution and population served	4-year institutions ¹				2-year institutions ²			
	Total	Control		Private for-profit	Total	Control		Private for-profit
		Public	Private not-for-profit			Public	Private not-for-profit	
Total	51.2	48.7	60.4	32.4	24.8	23.4	49.2	55.2
Minority-serving status of institution ³								
Non-minority-serving	53.9	51.0	62.8	29.7	24.6	23.5	52.7	60.2
Minority-serving (total)	41.4	41.1	45.9	35.6	25.1	23.4	45.6	51.9
Population served								
HBCU	37.2	34.7	43.5	†	18.6	18.1	‡	†
Black-serving, non-HBCU	34.3	32.6	39.0	32.5	19.7	17.0	47.8	51.7
Hispanic-serving	36.1	33.9	48.0	38.1	27.0	25.5	44.0	52.0
Asian-serving	65.3	64.6	70.2	‡	36.1	36.1	‡	‡
American Indian-serving	27.9	‡	‡	‡	20.7	19.1	‡	‡
Other minority-serving	43.8	‡	‡	‡	21.7	20.1	‡	‡

† Not applicable (not a single HBCU is private for-profit).

‡ Reporting standards not met (fewer than 10 institutions).

¹ Their graduation rate is the 6-year graduation rate in 2004 of the 1998 cohort who enrolled as first-time, full-time degree-seeking undergraduates.

² Their graduation rate is the 3-year graduation rate in 2004 of the 2001 cohort who enrolled as first-time, full-time degree-seeking undergraduates.

³ Institutions are classified into the following seven mutually exclusive categories based on their minority-serving status, with the last six categories constituting the universe of minority-serving institutions (MSIs): (1) non-minority-serving (institutions that do not meet the criteria that define the six minority-serving categories explained next); (2) HBCU (Historically Black Colleges and Universities); (3) Black-serving, non-HBCU (institutions that are not HBCU but in which 25 percent or more of the total undergraduate enrollment are Black students); (4) Hispanic-serving (institutions in which 25 percent or more of the total undergraduate enrollment are Hispanic students or institutions designated as Hispanic-serving in 2003 by the Office for Civil Rights); (5) Asian-serving (institutions in which Asian/Pacific Islander undergraduates constitute 25 percent or more of the total undergraduate enrollment); (6) American Indian-serving (Tribal Colleges and Universities [TCU] or institutions in which 25 percent or more of the total undergraduate enrollment are American Indian/Alaska Native students); and (7) Other minority-serving institutions (those that fall into none of the above minority-serving categories but in which students in at least two of the four individual minority groups constitute at least 25 percent of the total undergraduate enrollment or minority students combined constitute at least 50 percent of the total undergraduate enrollment [see detailed definitions in report text]).

NOTE: Data are for degree-granting institutions of higher education that were located in the 50 states and the District of Columbia and had reported undergraduate enrollment in the survey year. “Title IV institutions” are those that have signed Title IV participation agreements with the U.S. Department of Education, making them eligible for the federal student aid programs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2004.

Regional Distribution

The geographic¹⁷ distribution of MSIs roughly mirrors the pattern of concentrations of various racial/ethnic groups in the general population. Some 87 percent of all HBCUs were located in three regions: the Southeast (74 percent), Mid East (10 percent), and Great Lakes (3 percent) (table 8-A). Similarly, 87 percent of the total 622 Black-serving non-HBCUs resided in these three regions: Southeast (59 percent), Mid East (14 percent), and Great Lakes (14 percent). The high concentration in these three regions of both HBCUs and Black-serving non-HBCUs corresponds with the high concentration (78 percent) of the total Black population: 42 percent in the Southeast, 21 percent in the Mid East, and 15 percent in the Great Lakes (table 8-B). Likewise, of the total 366 Hispanic-serving institutions, 42 percent were located in the Far West, and another 33 percent in the Southwest, reflecting the concentration (60 percent) of the nation's Hispanic population in these two regions: 34 percent in the Far West and 26 percent in the Southwest. Three-quarters (75 percent) of Asian-serving institutions were located in the Far West, with another 16 percent in the Mid East, again paralleling the concentration (67 percent) of the general Asian population in these two regions: Far West (49 percent) and Mid East (18 percent).

For American Indian-serving institutions, on the other hand, with the exception of the Southwest, the geographic distribution of these institutions did not closely mirror that of the general American Indian population. For example, 35 percent of all American Indian-serving institutions are located in the Plains, but this region is home to just 8 percent of the American Indian population; likewise but in the opposite direction, no American Indian-serving institutions are located in the 12-state Southeast region, but 16 percent of the total American Indian population resided in this region in 2004.

At the state level, of the 366 Hispanic-serving institutions, two-thirds (66 percent) were located in three states—California (40 percent), Texas (17 percent), and Florida (8 percent). These states constitute 78 percent of the total Hispanic enrollment in Hispanic-serving institutions, 39 percent of the total U.S. Hispanic enrollment, and 58 percent of the total U.S.

¹⁷ The IPEDS regions are based on the Office of Business Economics (OBE) classifications—subsequently renamed the Bureau of Economic Analysis after 2000. The 50 states and the District of Columbia are divided into the following eight regions: (1) New England (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont); (2) Mid East (Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania); (3) Great Lakes (Illinois, Indiana, Michigan, Ohio, Wisconsin); (4) Plains (Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota); (5) Southeast (Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia); (6) Southwest (Arizona, New Mexico, Oklahoma, Texas); (7) Rocky Mountains (Colorado, Idaho, Montana, Utah, Wyoming); and (8) Far West (Alaska, California, Hawaii, Nevada, Oregon, Washington).

Table 8-A. Total number and percentage distribution of degree-granting Title IV institutions, by geographic region, minority-serving status of institution, and population served: Fall 2004

Minority-serving status of institution and population served	Total	Geographic region ¹								
		Total	New Eng-land	Mid East	Great Lakes	Plains	South-east	South-west	Rocky Moun-tains	Far West
Total	3,930	100.0	6.1	16.4	15.0	10.6	25.7	9.2	3.7	13.3
Minority-serving status of institution ²										
Non-minority-serving	2,676	100.0	8.1	18.6	17.8	13.7	20.0	6.9	4.7	10.4
Minority-serving (total)	1,254	100.0	1.6	11.8	9.3	4.1	37.9	14.1	1.6	19.7
Population served										
HBCU ³	94	100.0	#	9.6	3.2	2.1	74.47	10.6	#	#
Black-serving, non-HBCU	622	100.0	2.3	14.3	13.7	4.8	58.8	3.5	0.3	2.3
Hispanic-serving	366	100.0	0.5	8.5	4.4	0.3	8.7	33.1	3.0	41.5
Asian-serving	76	100.0	2.6	15.8	2.6	2.6	1.3	#	#	75.0
American Indian-serving	46	100.0	#	#	10.9	34.8	#	32.6	15.2	6.5
Other minority-serving	50	100.0	4.0	14.0	10.0	#	12.0	18.0	#	42.0

Rounds to zero.

¹ Using the OBE (Office of Business Economics—now Bureau of Economic Analysis) classification, which divides the 50 states and the District of Columbia into the following eight regions: (1) New England (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont); (2) Mid East (Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania); (3) Great Lakes (Illinois, Indiana, Michigan, Ohio, Wisconsin); (4) Plains (Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota); (5) Southeast (Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia); (6) Southwest (Arizona, New Mexico, Oklahoma, Texas); (7) Rocky Mountains (Colorado, Idaho, Montana, Utah, Wyoming); and (8) Far West (Alaska, California, Hawaii, Nevada, Oregon, Washington).

² Institutions are classified into the following seven mutually exclusive categories based on their minority-serving status, with the last six categories constituting the universe of minority-serving institutions (MSIs): (1) non-minority-serving (institutions that do not meet the criteria that define the six minority-serving categories explained next); (2) HBCU (Historically Black Colleges and Universities); (3) Black-serving, non-HBCU (institutions that are not HBCU but in which 25 percent or more of the total undergraduate enrollment are Black students); (4) Hispanic-serving (institutions in which 25 percent or more of the total undergraduate enrollment are Hispanic students or institutions designated as Hispanic-serving in 2003 by the Office for Civil Rights); (5) Asian-serving (institutions in which Asian/Pacific Islander undergraduates constitute 25 percent or more of the total undergraduate enrollment); (6) American Indian-serving (Tribal Colleges and Universities [TCU] or institutions in which 25 percent or more of the total undergraduate enrollment are American Indian/Alaska Native students); and (7) Other minority-serving institutions (those that fall into none of the above minority-serving categories but in which students in at least two of the four individual minority groups constitute at least 25 percent of the total undergraduate enrollment or minority students combined constitute at least 50 percent of the total undergraduate enrollment [see detailed definitions in report text]).

³ Of the total 100 HBCUs reported in the Integrated Postsecondary Education Data System (IPEDS), 2004 Fall Enrollment Survey, 5 reported no undergraduate enrollment while another was located in the Virgin Islands, which is outside the geographic coverage of the current study. Therefore, the number of HBCUs totals 94 in this table.

NOTE: Data are for degree-granting institutions of higher education that were located in the 50 states and the District of Columbia and had reported undergraduate enrollment in the survey year. Detail may not sum to totals because of rounding. “Title IV institutions” are those that have signed Title IV participation agreements with the U.S. Department of Education, making them eligible for the federal student aid programs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2004.

Table 8-B. Percentage distribution of civilian resident population, by geographic region and race/ethnicity: October 2004

Race/ethnicity	Geographic region ¹								
	Total	New Eng-land	Mid East	Great Lakes	Plains	South-east	South-west	Rocky Moun-tains	Far West
Total	100.0	4.9	16.1	15.7	6.7	24.7	11.5	3.3	17.1
Race/ethnicity									
White	100.0	6.0	16.2	18.4	8.5	25.14	8.9	3.9	12.9
Black	100.0	2.2	20.9	15.1	3.2	42.1	8.2	0.6	7.6
Hispanic	100.0	2.4	12.3	6.6	2.1	12.9	26.4	3.3	34.0
Asian	100.0	3.5	17.7	7.2	3.7	10.9	6.6	1.6	48.9
American Indian	100.0	1.7	3.3	11.0	8.5	16.4	36.9	6.9	15.4
Other (mixed)	100.0	3.4	8.7	12.4	7.1	20.5	15.4	3.9	28.6

¹ Using the OBE (Office of Business Economics—now Bureau of Economic Analysis) classification, which divides the 50 states and the District of Columbia into the following eight regions: (1) New England (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont); (2) Mid East (Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania); (3) Great Lakes (Illinois, Indiana, Michigan, Ohio, Wisconsin); (4) Plains (Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota); (5) Southeast (Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia); (6) Southwest (Arizona, New Mexico, Oklahoma, Texas); (7) Rocky Mountains (Colorado, Idaho, Montana, Utah, Wyoming); and (8) Far West (Alaska, California, Hawaii, Nevada, Oregon, Washington).

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2004.

Hispanic population (table 9-A). Similarly, the large majority (85 percent) of Asian-serving institutions were also located in three states—California (52 percent), Hawaii (23 percent), and New York (11 percent), enrolling 91 percent of all Asian undergraduates enrolled in Asian-serving institutions. Some 52 percent of the total U.S. Asian population reside in these states (table 9-B).

In contrast, the other MSIs, including HBCUs, Black-serving non-HBCUs, and American Indian-serving institutions were not concentrated to the same degree within states. The top three states¹⁸ for Black-serving non-HBCUs, HBCUs, and American Indian-serving institutions accounted for 28, 35, and 37 percent of the institutions, whereas the distribution of the Black and American Indian resident population in these states were 16, 15, and 16 percent, respectively (tables 9-C, 9-D, 9-E).

¹⁸ These top three states are Georgia, Louisiana, and North Carolina for Black-serving non-HBCUs; Alabama, North Carolina, and Texas for HBCUs; and Montana, Arizona, and North Dakota for American Indian-serving institutions.

Table 9-A. Distribution of Hispanic-serving, degree-granting Title IV institutions and of their Hispanic undergraduate enrollment; percentage of total U.S. Hispanic enrollment that was in such institutions; and percentage of total U.S. Hispanic population, by state: Fall 2004

State	Number of Hispanic-serving institutions			Hispanic student enrollment in Hispanic-serving institutions					Hispanic population ¹		
	Total	Percent of total	Cumulative percent of total	Total	Percent of total	Cumulative percent of total	Percent of total U.S. Hispanic enrollment	Cumulative percent of total U.S. Hispanic enrollment	Total	Percent of total U.S. Hispanic population	Cumulative percent of total U.S. Hispanic population
Total	366	100.0	100.0	836,677	100.0	100.0	50.2	50.2	36,238,135	88.0	88.0
California	148	40.4	40.4	389,554	46.6	46.6	23.4	23.4	12,680,386	30.8	30.8
Texas	64	17.5	57.9	188,785	22.6	69.1	11.3	34.7	7,864,456	19.1	49.9
Florida	31	8.5	66.4	70,342	8.4	77.5	4.2	38.9	3,139,164	7.6	57.5
New Mexico	30	8.2	74.6	47,649	5.7	83.2	2.9	41.8	834,970	2.0	59.5
Arizona	27	7.4	82.0	33,169	4.0	87.2	2.0	43.8	2,008,129	4.9	64.4
New York	24	6.6	88.5	45,432	5.4	92.6	2.7	46.5	2,904,006	7.1	71.5
Illinois	16	4.4	92.9	39,735	4.7	97.4	2.4	48.9	1,656,110	4.0	75.5
Colorado	11	3.0	95.9	8,867	1.1	98.4	0.5	49.4	938,310	2.3	77.8
New Jersey	6	1.6	97.5	10,259	1.2	99.7	0.6	50.0	1,155,341	2.8	80.6
Washington	2	0.5	98.1	1,854	0.2	99.9	0.1	50.1	443,480	1.1	81.7
Connecticut	1	0.3	98.4	312	#	99.9	0.0	50.2	356,237	0.9	82.5
Kansas	1	0.3	98.6	203	#	99.9	0.0	50.2	211,988	0.5	83.0
Massachusetts	1	0.3	98.9	291	#	100.0	0.0	50.2	500,176	1.2	84.2
Nevada	1	0.3	99.2	58	#	100.0	0.0	50.2	468,698	1.1	85.4
Oregon	1	0.3	99.5	35	#	100.0	0.0	50.2	288,112	0.7	86.1
Pennsylvania	1	0.3	99.7	76	#	100.0	0.0	50.2	462,627	1.1	87.2
Virginia	1	0.3	100.0	56	#	100.0	0.0	50.2	325,944	0.8	88.0

Rounds to zero.

¹Refers to civilian resident population in October 2004.

NOTE: Data are for degree-granting institutions of higher education that were located in the 50 states and the District of Columbia and had reported undergraduate enrollment in the survey year. Detail may not sum to totals because of rounding. "Title IV institutions" are those that have signed Title IV participation agreements with the U.S. Department of Education, making them eligible for the federal student aid programs. Hispanic-serving institutions are those in which 25 percent or more of the total undergraduate enrollment are Hispanic students or institutions designated as Hispanic-serving in 2003 by the Office for Civil Rights (see detailed definition in report text).

SOURCE: Enrollment data are from U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2004 while population data are from U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2004.

Table 9-B. Distribution of Asian-serving, degree-granting Title IV institutions and of their Asian undergraduate enrollment; percentage of total U.S. Asian enrollment that was in such institutions; and percentage of total U.S. Asian population, by state: Fall 2004

State	Number of institutions			Asian student enrollment in Asian-serving institutions					Asian population ¹		
	Total	Percent of total	Cumulative percent of total	Total	Percent of total	Cumulative percent of total	Percent of total U.S. Asian enrollment	Cumulative percent of total U.S. Asian enrollment	Total	Percent of total U.S. Asian population	Cumulative percent of total U.S. Asian population
Total	75	100.0	100.0	230,853	100.0	100.0	24.3	24.3	8,908,523	71.0	71.0
California	39	52.0	52.0	165,371	71.6	71.6	17.4	17.4	4,577,165	36.5	36.5
Hawaii	17	22.7	74.7	35,602	15.4	87.1	3.7	21.2	671,138	5.3	41.8
New York	8	10.7	85.3	9,068	3.9	91.0	1.0	22.1	1,217,895	9.7	51.5
Illinois	2	2.7	88.0	4,081	1.8	92.8	0.4	22.5	406,331	3.2	54.8
Massachusetts	2	2.7	90.7	1,970	0.9	93.6	0.2	22.7	256,324	2.0	56.8
New Jersey	2	2.7	93.3	3,002	1.3	94.9	0.3	23.1	514,019	4.1	60.9
Pennsylvania	1	1.3	94.7	1,934	0.8	95.7	0.2	23.3	254,414	2.0	62.9
Florida	1	1.3	96.0	14	#	95.8	0.0	23.3	336,877	2.7	65.6
Iowa	1	1.3	97.3	51	#	95.8	0.0	23.3	32,414	0.3	65.9
Kansas	1	1.3	98.7	1,903	0.8	96.6	0.2	23.5	74,498	0.6	66.5
Washington	1	1.3	100.0	7,857	3.4	100.0	0.8	24.3	567,448	4.5	71.0

Rounds to zero.

¹Refers to civilian resident population in October 2004.

NOTE: Data are for degree-granting institutions of higher education that were located in the 50 states and the District of Columbia and had reported undergraduate enrollment in the survey year. Detail may not sum to totals because of rounding. "Title IV institutions" are those that have signed Title IV participation agreements with the U.S. Department of Education, making them eligible for the federal student aid programs. "Asian-serving institutions" are those in which 25 percent or more of the total undergraduate enrollment are Asian/Pacific Islander students (see detailed definition in report text).

SOURCE: Enrollment data are from U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2004 while population data are from U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2004.

Table 9-C. Distribution of degree-granting Title IV institutions that are Black-serving non-Historically Black Colleges and Universities (non-HBCUs) and of their Black undergraduate enrollment; percentage of total U.S. Black enrollment that was in such institutions; and percentage of total U.S. Black population, by state: Fall 2004

State	Number of institutions			Black student enrollment in Black-serving non-HBCUs					Black population ¹		
	Total	Percent of total	Cumulative percent of total	Total	Percent of total	Cumulative percent of total	Percent of total U.S. Black enrollment	Cumulative percent of total U.S. Black enrollment	Total	Percent of total U.S. Black population	Cumulative percent of total U.S. Black population
Total	622	100.0	100.0	586,752	100.0	100.0	30.6	30.6	34,412,271	98.4	98.4
Georgia	79	12.7	12.7	82,183	14.0	14.0	4.3	4.3	2,408,490	6.9	6.9
Louisiana	52	8.4	21.1	29,297	5.0	19.0	1.5	5.8	1,437,321	4.1	11.0
North Carolina	43	6.9	28.0	38,875	6.6	25.6	2.0	7.8	1,775,047	5.1	16.1
Ohio	35	5.6	33.6	15,870	2.7	28.3	0.8	8.7	1,285,187	3.7	19.7
Virginia	35	5.6	39.2	28,676	4.9	33.2	1.5	10.2	1,414,194	4.0	23.8
Florida	33	5.3	44.5	34,762	5.9	39.1	1.8	12.0	2,563,544	7.3	31.1
New York	31	5.0	49.5	33,450	5.7	44.8	1.7	13.7	2,997,941	8.6	39.7
South Carolina	30	4.8	54.3	29,603	5.0	49.9	1.5	15.3	1,217,462	3.5	43.2
Pennsylvania	28	4.5	58.8	18,587	3.2	53.1	1.0	16.2	1,174,017	3.4	46.5
Tennessee	25	4.0	62.9	21,317	3.6	56.7	1.1	17.3	943,985	2.7	49.2
Alabama	24	3.9	66.7	23,134	3.9	60.6	1.2	18.5	1,160,342	3.3	52.5
Mississippi	23	3.7	70.4	29,147	5.0	65.6	1.5	20.1	1,039,924	3.0	55.5
Illinois	21	3.4	73.8	38,084	6.5	72.1	2.0	22.0	1,794,037	5.1	60.6
Missouri	20	3.2	77.0	12,397	2.1	74.2	0.6	22.7	634,389	1.8	62.5
Maryland	18	2.9	79.9	41,479	7.1	81.3	2.2	24.9	1,480,935	4.2	66.7
Texas	18	2.9	82.8	13,876	2.4	83.6	0.7	25.6	2,414,424	6.9	73.6
Arkansas	15	2.4	85.2	13,313	2.3	85.9	0.7	26.3	431,888	1.2	74.8
Michigan	15	2.4	87.6	29,295	5.0	90.9	1.5	27.8	1,384,174	4.0	78.8
Indiana	12	1.9	89.5	3,570	0.6	91.5	0.2	28.0	508,944	1.5	80.2
California	11	1.8	91.3	9,279	1.6	93.1	0.5	28.5	2,200,997	6.3	86.5
Massachusetts	9	1.4	92.8	6,085	1.0	94.1	0.3	28.8	350,793	1.0	87.5
Kentucky	7	1.1	93.9	2,310	0.4	94.5	0.1	28.9	292,687	0.8	88.4
New Jersey	6	1.0	94.9	10,587	1.8	96.3	0.6	29.5	1,212,269	3.5	91.8
Connecticut	5	0.8	95.7	4,029	0.7	97.0	0.2	29.7	332,955	1.0	92.8

See notes at end of table.

Table 9-C. Distribution of degree-granting Title IV institutions that are Black-serving non-Historically Black Colleges and Universities (non-HBCUs) and of their Black undergraduate enrollment; percentage of total U.S. Black enrollment that was in such institutions; and percentage of total U.S. Black population, by state: Fall 2004—Continued

State	Number of institutions			Black student enrollment in Black-serving non-HBCUs					Black population ¹		
	Total	Percent of total	Cumulative percent of total	Total	Percent of total	Cumulative percent of total	Percent of total U.S. Black enrollment	Cumulative percent of total U.S. Black enrollment	Total	Percent of total U.S. Black population	Cumulative percent of total U.S. Black population
Minnesota	5	0.8	96.5	2,564	0.4	97.4	0.1	29.8	197,131	0.6	93.4
District of Columbia	4	0.6	97.1	10,557	1.8	99.2	0.6	30.4	305,532	0.9	94.2
Kansas	4	0.6	97.7	1,521	0.3	99.5	0.1	30.4	155,322	0.4	94.7
Oklahoma	4	0.6	98.4	380	0.1	99.6	0.0	30.5	252,880	0.7	95.4
Colorado	2	0.3	98.7	474	0.1	99.7	0.0	30.5	176,495	0.5	95.9
Delaware	2	0.3	99.0	808	0.1	99.8	0.0	30.5	148,355	0.4	96.3
Nevada	2	0.3	99.4	332	0.1	99.8	0.0	30.5	149,247	0.4	96.8
Wisconsin	2	0.3	99.7	664	0.1	100.0	0.0	30.6	299,423	0.9	97.6
Nebraska	1	0.2	99.8	170	#	100.0	0.0	30.6	66,229	0.2	97.8
Washington	1	0.2	100.0	77	#	100.0	0.0	30.6	205,709	0.6	98.4

Rounds to zero.

¹Refers to civilian resident population in October 2004.

NOTE: Data are for degree-granting institutions of higher education that were located in the 50 states and the District of Columbia and had reported undergraduate enrollment in the survey year. Detail may not sum to totals because of rounding. "Title IV institutions" are those that have signed Title IV participation agreements with the U.S. Department of Education, making them eligible for the federal student aid programs. "Black-serving, non-HBCU institutions" are those that are not HBCU but in which 25 percent or more of the total undergraduate enrollment are Black students (see detailed definition in report text).

SOURCE: Enrollment data are from U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2004 while population data are from U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2004.

Table 9-D. Distribution of degree-granting Title IV institutions that are Historically Black Colleges and Universities (HBCUs) and of their Black undergraduate enrollment; percentage of total U.S. Black enrollment that was in such institutions; and percentage of total U.S. Black population, by state: Fall 2004

State	Number of institutions			Black student enrollment in HBCUs					Black population ¹		
	Total	Percent of total	Cumulative percent of total	Total	Percent of total	Cumulative percent of total	Percent of total U.S. Black enrollment	Cumulative percent of total U.S. Black enrollment	Total	Percent of total U.S. Black population	Cumulative percent of total U.S. Black population
Total	94	100.0	100.0	228,223	100.0	100.0	11.9	11.9	23,820,201	68.1	68.1
Alabama	14	14.9	14.9	25,148	11.0	11.0	1.3	1.3	1,160,342	3.3	3.3
North Carolina	10	10.6	25.5	29,586	13.0	24.0	1.5	2.9	1,775,047	5.1	8.4
Texas	9	9.6	35.1	19,781	8.7	32.7	1.0	3.9	2,414,424	6.9	15.3
South Carolina	8	8.5	43.6	11,832	5.2	37.8	0.6	4.5	1,217,462	3.5	18.8
Georgia	7	7.5	51.1	17,199	7.5	45.4	0.9	5.4	2,408,490	6.9	25.7
Mississippi	6	6.4	57.4	15,744	6.9	52.3	0.8	6.2	1,039,924	3.0	28.6
Louisiana	6	6.4	63.8	21,890	9.6	61.9	1.1	7.4	1,437,321	4.1	32.7
Virginia	5	5.3	69.1	15,911	7.0	68.8	0.8	8.2	1,414,194	4.0	36.8
Tennessee	4	4.3	73.4	8,824	3.9	72.7	0.5	8.6	943,985	2.7	39.5
Maryland	4	4.3	77.7	15,417	6.8	79.5	0.8	9.5	1,480,935	4.2	43.7
Florida	4	4.3	81.9	16,670	7.3	86.8	0.9	10.3	2,563,544	7.3	51.0
Arkansas	3	3.2	85.1	4,221	1.8	88.6	0.2	10.5	431,888	1.2	52.3
West Virginia	2	2.1	87.2	856	0.4	89.0	0.0	10.6	55,422	0.2	52.4
Pennsylvania	2	2.1	89.4	2,711	1.2	90.2	0.1	10.7	1,174,017	3.4	55.8
Ohio	2	2.1	91.5	2,663	1.2	91.3	0.1	10.9	1,285,187	3.7	59.5
Missouri	2	2.1	93.6	2,486	1.1	92.4	0.1	11.0	634,389	1.8	61.3
District of Columbia	2	2.1	95.8	10,777	4.7	97.1	0.6	11.6	305,532	0.9	62.2
Oklahoma	1	1.1	96.8	2,243	1.0	98.1	0.1	11.7	252,880	0.7	62.9
Michigan	1	1.1	97.9	337	0.1	98.3	0.0	11.7	1,384,174	4.0	66.8
Kentucky	1	1.1	98.9	1,353	0.6	98.9	0.1	11.8	292,687	0.8	67.7
Delaware	1	1.1	100.0	2,574	1.1	100.0	0.1	11.9	148,355	0.4	68.1

¹Refers to civilian resident population in October 2004.

NOTE: Of the total 100 HBCUs reported in the Integrated Postsecondary Education Data System (IPEDS), 2004 Fall Enrollment Survey, five reported no undergraduate enrollment while another was located in the Virgin Islands, which is outside the geographic coverage of the current study. Therefore, the number of HBCUs totals 94 in this table. "Title IV institutions" are those that have signed Title IV participation agreements with the U.S. Department of Education, making them eligible for the federal student aid programs.

SOURCE: Enrollment data are from U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2004 while population data are from U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2004.

Table 9-E. Distribution of American Indian-serving, degree-granting Title IV institutions and of their American Indian undergraduate enrollment; percentage of total U.S. American Indian enrollment that was in such institutions; and percentage of total U.S. American Indian population, by state: Fall 2004

State	American Indian student enrollment in American Indian-serving institutions						American Indian population ¹				
	Number of institutions			Total	Percent of total	Cumulative percent of total	Percent of total U.S. American Indian enrollment	Cumulative percent of total U.S. American Indian enrollment	Total	Percent of total U.S. American Indian population	Cumulative percent of total U.S. American Indian population
	Total	Percent of total	Cumulative percent of total								
Total	46	100.0	100.0	25,517	100.0	100.0	15.9	15.9	1,010,487	61.0	61.0
Montana	7	15.2	15.2	2,981	11.7	11.7	1.9	1.9	65,085	3.9	3.9
Arizona	5	10.9	26.1	3,736	14.6	26.3	2.3	4.2	181,470	11.0	14.9
North Dakota	5	10.9	37.0	1,895	7.4	33.8	1.2	5.4	24,233	1.5	16.4
New Mexico	5	10.9	47.8	5,293	20.7	54.5	3.3	8.7	161,106	9.7	26.1
Oklahoma	5	10.9	58.7	5,513	21.6	76.1	3.4	12.1	218,706	13.2	39.3
South Dakota	5	10.9	69.6	2,682	10.5	86.6	1.7	13.8	27,185	1.6	40.9
Minnesota	3	6.5	76.1	586	2.3	88.9	0.4	14.2	44,424	2.7	43.6
Alaska	2	4.3	80.4	145	0.6	89.5	0.1	14.2	70,254	4.2	47.9
Michigan	2	4.3	84.8	295	1.2	90.6	0.2	14.4	91,298	5.5	53.4
Nebraska	2	4.3	89.1	300	1.2	91.8	0.2	14.6	13,577	0.8	54.2
Wisconsin	2	4.3	93.5	726	2.8	94.7	0.5	15.1	27,069	1.6	55.8
Illinois	1	2.2	95.7	64	0.3	94.9	0.0	15.1	26,219	1.6	57.4
Kansas	1	2.2	97.8	928	3.6	98.5	0.6	15.7	11,091	0.7	58.1
Washington	1	2.2	100.0	373	1.5	100.0	0.2	15.9	48,772	2.9	61.0

¹Refers to civilian resident population in October 2004.

NOTE: "American Indian-serving institutions" are Tribal Colleges and Universities (TCUs) or institutions in which 25 percent or more of the total undergraduate enrollment are American Indian/Alaska Native students (see detailed definition in report text). "Title IV institutions" are those that have signed Title IV participation agreements with the U.S. Department of Education, making them eligible for the federal student aid programs.

SOURCE: Enrollment data are from U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2004 while population data are from U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2004.

Enrollment Composition by Gender

Each year since 1978, women's undergraduate enrollment in the United States has surpassed men's, a gender imbalance that has been steadily widening (U.S. Department of Education 2005, table 185). In 2004, some 57 percent of the total U.S. undergraduate enrollment was female, compared with 51 percent in 1978.

Among all degree-granting institutions in 2004, the majority (57 percent) had a proportion of female undergraduate enrollment that exceeded the national female student representation level, but this pattern was more notable among MSIs than among non-MSIs (67 vs. 52 percent) (table 10). Further, although this pattern of difference between MSIs and non-MSIs was observed across all sectors, it was more evident in the public and private not-for-profit 4-year sectors than in the others. While 70 percent of public 4-year MSIs had a female undergraduate enrollment surpassing the national representation level, among their non-MSI counterparts, the percentage above the national level was 46 percent. The corresponding percentages in the private not-for-profit 4-year sector were 63 and 47 percent of institutions surpassing the national female representation level. In the public 2-year sector, the proportion of institutions with a female undergraduate enrollment above the national representation level was 73 percent for MSIs and 64 percent for non-MSIs; in the private for-profit sector, comparable percentages were 63 and 55 percent for MSIs and non-MSIs.

Asian-serving institutions differed from other MSI subgroups by having the lowest proportion of institutions where female enrollment exceeded the national percentage. Women accounted for more than 57 percent of the total enrollment in less than half (42 percent) of Asian-serving institutions, compared with 54–80 percent for the other subgroups.

Enrollment Composition by Race/Ethnicity

Although by definition, all subgroups of MSIs are characterized by high minority enrollment, they differed from one another in terms of the concentration of all minority students and of individual minority groups. As one would expect based on their historical missions, HBCUs exceeded all others with respect to both measures of minority enrollment concentration. Minority students combined made up 88 percent of the total undergraduate enrollment in HBCUs, with Blacks alone constituting 85 percent of the entire undergraduate student body (table 11).

Table 10. Total number of degree-granting Title IV institutions and percentage with female undergraduate enrollment above the national level, by sector, minority-serving status of institution, and population served: Fall 2004

Minority-serving status of institution and population served	All institutions ¹		Public 4-year institutions		Private not-for-profit 4-year institutions		Public 2-year institutions		Private for-profit institutions ²	
	Number of institutions	Percent with female enrollment above the national level ³	Number of institutions	Percent with female enrollment above the national level ³	Number of institutions	Percent with female enrollment above the national level ³	Number of institutions	Percent with female enrollment above the national level ³	Number of institutions	Percent with female enrollment above the national level ³
Total	3,935	57.0	619	51.4	1,304	49.5	1,058	66.9	843	59.5
Minority-serving status of institution ⁴										
Non-minority-serving	2,681	52.2	471	45.6	1,077	46.8	680	63.5	395	55.2
Minority-serving (total)	1,254	67.1	148	69.6	227	62.6	378	73.0	448	63.4
Population served										
HBCU ⁵	94	67.0	39	74.4	43	62.8	10	60.0	0	†
Black-serving, non-HBCU	622	71.7	37	86.5	96	67.7	195	79.5	265	67.5
Hispanic-serving	366	64.5	39	76.9	48	70.8	117	66.7	151	55.6
Asian-serving	76	42.1	19	26.3	23	30.4	23	43.5	8	‡
American Indian-serving	46	80.4	10	60.0	7	‡	22	86.4	1	‡
Other minority-serving	50	54.0	4	‡	10	40.0	11	72.7	23	56.5

† Not applicable (not a single HBCU is private for-profit).

‡ Reporting standards not met (fewer than 10 institutions).

¹ Including those that are private not-for-profit 2-year institutions, which are not shown as a separate sector in the table.

² Including both 2- and 4-year.

³ In fall 2004, female undergraduates constituted 57 percent of the total undergraduate enrollment in degree-granting institutions in the U.S.

⁴ Institutions are classified into the following seven mutually exclusive categories based on their minority-serving status, with the last six categories constituting the universe of minority-serving institutions (MSIs): (1) non-minority-serving (institutions that do not meet the criteria that define the six minority-serving categories explained next); (2) HBCU (Historically Black Colleges and Universities); (3) Black-serving, non-HBCU (institutions that are not HBCU but in which 25 percent or more of the total undergraduate enrollment are Black students); (4) Hispanic-serving (institutions in which 25 percent or more of the total undergraduate enrollment are Hispanic students or institutions designated as Hispanic-serving in 2003 by the Office for Civil Rights); (5) Asian-serving (institutions in which Asian/Pacific Islander undergraduates constitute 25 percent or more of the total undergraduate enrollment); (6) American Indian-serving (Tribal Colleges and Universities [TCU] or institutions in which 25 percent or more of the total undergraduate enrollment are American Indian/Alaska Native students); and (7) Other minority-serving institutions (those that fall into none of the above minority-serving categories but in which students in at least two of the four individual minority groups constitute at least 25 percent of the total undergraduate enrollment or minority students combined constitute at least 50 percent of the total undergraduate enrollment [see detailed definitions in report text]).

⁵ Of the total 100 HBCUs reported in the Integrated Postsecondary Education Data System (IPEDS), 2004 Fall Enrollment Survey, 5 reported no undergraduate enrollment while another was located in the Virgin Islands, which is outside the geographic coverage of the current study. Therefore, the number of HBCUs totals 94 in this table.

NOTE: Data are for institutions that were located in the 50 states and the District of Columbia and had reported undergraduate enrollment in the survey year. Detail may not sum to totals because of rounding. "Title IV institutions" are those that have signed Title IV participation agreements with the U.S. Department of Education, making them eligible for the federal student aid programs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2004.

Table 11. Total undergraduate enrollment in degree-granting Title IV institutions and percentage distribution of students' race/ethnicity, by sector, minority-serving status of institution, and population served: Fall 2004

Minority-serving status of institution and population served	Total	White	Minority enrollment					American Indian ²	Non-resident alien	Percent of total enrollment that were minority students other than the defining minority group
			Total	Black	Hispanic	Asian ¹				
All institutions³										
Total	14,780,630	66.1	31.8	13.0	11.3	6.4	1.1	2.1	†	
Minority-serving status of institution ⁴										
Non-minority-serving	10,253,664	78.8	19.1	7.9	6.0	4.4	1.0	2.1	†	
Minority-serving (total)	4,561,370	37.1	60.7	24.4	23.8	11.1	1.4	2.3	†	
Population served										
HBCU	269,896	10.3	88.2	84.6	2.8	0.7	0.2	1.5	3.6	
Black-serving, non-HBCU	1,492,679	48.9	49.1	39.4	5.8	3.4	0.6	2.0	9.8	
Hispanic-serving	1,960,054	32.0	65.8	11.2	44.3	9.2	1.1	2.3	21.5	
Asian-serving	601,990	37.6	59.2	6.2	13.7	38.7	0.7	3.3	20.5	
American Indian-serving	50,635	42.5	56.9	2.5	3.5	0.5	50.4	0.6	6.5	
Other minority-serving	186,116	31.9	65.1	20.9	22.1	21.1	1.0	3.0	†	
Public 4-year institutions	5,407,236	69.5	28.3	11.5	8.9	6.9	1.1	2.2	†	
Minority-serving status of institution ⁴										
Non-minority-serving	4,179,935	80.0	18.0	7.4	5.0	4.6	1.0	2.0	†	
Minority-serving (total)	1,227,301	33.7	63.4	25.7	21.9	14.6	1.2	3.0	†	
Population served										
HBCU	169,699	9.7	88.9	86.9	1.1	0.7	0.2	1.3	2.1	
Black-serving, non-HBCU	251,844	53.4	44.3	35.9	3.9	4.1	0.5	2.3	8.4	
Hispanic-serving	437,679	27.9	68.7	12.0	47.0	8.8	0.9	3.4	21.7	
Asian-serving	272,445	38.3	57.8	5.7	12.2	39.3	0.6	3.8	18.6	
American Indian-serving	20,878	54.9	43.7	4.3	1.9	0.7	36.9	1.3	6.8	
Other minority-serving	74,756	32.7	63.6	11.0	23.4	28.9	0.4	3.7	†	

See notes at end of table.

Table 11. Total undergraduate enrollment in degree-granting Title IV institutions and percentage distribution of students' race/ethnicity, by sector, minority-serving status of institution, and population served: Fall 2004—Continued

Minority-serving status of institution and population served	Total	White	Minority enrollment					American Indian ²	Non-resident alien	Percent of total enrollment that were minority students other than the defining minority group
			Total	Black	Hispanic	Asian ¹				
Private not-for-profit 4-year institutions	2,347,116	72.2	24.6	12.2	6.5	5.3	0.7	3.2	†	
Minority-serving status of institution ⁴										
Non-minority-serving	2,011,640	78.5	18.3	7.4	5.3	5.1	0.5	3.2	†	
Minority-serving (total)	335,476	34.5	62.3	41.0	13.4	6.5	1.4	3.2	†	
Population served										
HBCU	68,739	1.2	96.6	95.4	0.7	0.4	0.1	2.2	1.2	
Black-serving, non-HBCU	141,448	48.3	49.9	39.3	7.5	2.7	0.4	1.7	10.6	
Hispanic-serving	71,519	35.9	60.4	14.8	39.4	5.3	1.0	3.7	21.0	
Asian-serving	43,481	42.5	48.9	7.3	9.8	30.8	1.0	8.6	18.2	
American Indian-serving	4,102	20.9	79.1	3.9	1.1	0.3	73.9	#	5.2	
Other minority-serving	6,187	24.6	71.4	38.8	24.2	7.8	0.5	4.0	†	
Public 2-year institutions	6,243,344	62.5	36.1	13.3	14.8	6.7	1.2	1.4	†	
Minority-serving status of institution ⁴										
Non-minority-serving	3,680,136	78.5	20.4	8.3	7.2	3.7	1.1	1.1	†	
Minority-serving (total)	2,563,208	39.6	58.5	20.5	25.6	11.0	1.4	1.8	†	
Population served										
HBCU	31,024	34.0	65.4	47.8	16.2	1.0	0.4	0.6	17.6	
Black-serving, non-HBCU	877,756	49.2	49.1	39.2	5.6	3.6	0.6	1.8	9.8	
Hispanic-serving	1,261,184	34.3	63.8	10.0	42.7	10.0	1.1	1.9	21.1	
Asian-serving	278,301	36.5	61.6	6.5	15.8	38.5	0.7	1.9	23.0	
American Indian-serving	23,489	38.0	61.8	0.8	5.6	0.5	54.8	0.1	7.0	
Other minority-serving	91,454	32.9	64.6	25.8	19.9	17.3	1.7	2.5	†	

See notes at end of table.

Table 11. Total undergraduate enrollment in degree-granting Title IV institutions and percentage distribution of students' race/ethnicity, by sector, minority-serving status of institution, and population served: Fall 2004—Continued

Minority-serving status of institution and population served	Total	White	Minority enrollment					American Indian ²	Non-resident alien	Percent of total enrollment that were minority students other than the defining minority group
			Total	Black	Hispanic	Asian ¹				
Private for-profit institutions⁵	740,684	53.1	42.9	22.6	14.9	4.4	1.0	4.0	†	
Minority-serving status of institution ⁴										
Non-minority-serving	360,986	70.5	23.9	11.1	7.9	3.8	1.1	5.6	†	
Minority-serving (total)	379,698	36.6	60.9	33.5	21.5	4.9	1.0	2.4	†	
Population served										
HBCU	†	†	†	†	†	†	†	†	†	
Black-serving, non-HBCU	209,782	43.1	54.5	43.9	7.4	2.6	0.6	2.5	10.6	
Hispanic-serving	152,263	29.2	68.5	19.7	40.6	6.6	1.5	2.3	27.8	
Asian-serving	4,263	24.5	72.2	8.2	10.6	52.6	0.7	3.4	19.5	
American Indian-serving	172	19.8	80.2	1.7	5.2	0.0	73.3	#	7.0	
Other minority-serving	13,218	24.3	73.2	35.1	29.0	8.5	0.6	2.5	†	

Rounds to zero.

† Not applicable (not a single HBCU is private for-profit).

¹ Including Pacific Islander and Native Hawaiian.

² Including Alaska Native.

³ Including private not-for-profit 2-year institutions that are not shown separately (which enrolled less than 1 percent of the total undergraduate enrollment in 2004).

⁴ Institutions are classified into the following seven mutually exclusive categories based on their minority-serving status, with the last six categories constituting the universe of minority-serving institutions (MSIs): (1) non-minority-serving (institutions that do not meet the criteria that define the six minority-serving categories explained next); (2) HBCU (Historically Black Colleges and Universities); (3) Black-serving, non-HBCU (institutions that are not HBCU but in which 25 percent or more of the total undergraduate enrollment are Black students); (4) Hispanic-serving (institutions in which 25 percent or more of the total undergraduate enrollment are Hispanic students or institutions designated as Hispanic-serving in 2003 by the Office for Civil Rights); (5) Asian-serving (institutions in which Asian/Pacific Islander undergraduates constitute 25 percent or more of the total undergraduate enrollment); (6) American Indian-serving (Tribal Colleges and Universities [TCU] or institutions in which 25 percent or more of the total undergraduate enrollment are American Indian/Alaska Native students); and (7) Other minority-serving institutions (those that fall into none of the above minority-serving categories but in which students in at least two of the four individual minority groups constitute at least 25 percent of the total undergraduate enrollment or minority students combined constitute at least 50 percent of the total undergraduate enrollment [see detailed definitions in report text]).

⁵ Including both 2- and 4-year.

NOTE: Data are for institutions that were located in the 50 states and the District of Columbia and had reported undergraduate enrollment in the survey year. Detail may not sum to totals because of rounding. "Title IV institutions" are those that have signed Title IV participation agreements with the U.S. Department of Education, making them eligible for the federal student aid programs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2004.

For both Hispanic- and Asian-serving institutions, students from minority groups other than the defining group constituted 21 percent of the total enrollment. By contrast, in American Indian-serving institutions, students from all other minority groups accounted for 7 percent of the total enrollment. Similarly, most minority students enrolled in Black-serving non-HBCUs were Blacks, accounting for 39 percent of the total enrollment, with no other single minority group constituting more than 6 percent of the total.

The above pattern of variation among subgroups of MSIs holds, in general, across all sectors. Compared with the two 4-year sectors (public and private not-for-profit), however, the public 2-year and private for-profit sectors demonstrated less variation in how total minority enrollment was concentrated among the subgroups of MSIs. The representation of total minority students enrolled in various subgroups of MSIs ranged from 44 to 89 percent in the public 4-year sector and 49 to 97 percent in the private not-for-profit 4-year sector, wider than the ranges of 49 to 65 percent in the public 2-year sector and 55 to 80 percent in the private for-profit sector.

Low-Income Student Enrollment

As defined in this section of the study, low-income student enrollment refers to the proportion of undergraduate students who are Pell Grant recipients. Among the 2,877 degree-granting Title IV institutions covered in this part of the analysis,¹⁹ the proportion of low-income students averaged 27 percent (table 12).

Compared with non-MSIs, MSIs enrolled proportionally more low-income students. The percentage of low-income students averaged 41 percent among all MSIs, compared with 21 percent for their non-MSI counterparts. However, there are variations among subgroups of MSIs. Black-serving non-HBCUs and Hispanic-serving institutions, the two largest subgroups of MSIs, enrolled the largest proportions of low-income students, averaging 44 and 42 percent, respectively, of the total undergraduate enrollment, followed by HBCUs and American Indian-serving institutions (33 and 34 percent, respectively). Asian-serving institutions enrolled the lowest average proportion of low-income students (21 percent). In fact, Asian-serving institutions were on par with non-MSIs in terms of their average proportion of students who were low income.

¹⁹ Public 2-year institutions are excluded from this discussion because most low-income students in community colleges choose not to apply for financial aid (Adelman 2005, appendix E).

Table 12. Total number of degree-granting Title IV institutions and their average percentage of low-income undergraduates, by sector, minority-serving status of institution, and population served: Fiscal year 2004

Minority-serving status of institution and population served	All institutions ¹		Public 4-year institutions		Private not-for-profit 4-year institutions		Private for-profit institutions ²	
	Number of institutions	Average percent of low-income students ³	Number of institutions	Average percent of low-income students ³	Number of institutions	Average percent of low-income students ³	Number of institutions	Average percent of low-income students ³
	Total	2,816	27.1	613	17.1	1,277	18.0	815
Minority-serving status of institution ⁴								
Non-minority-serving	1,964	21.2	466	15.0	1,055	16.1	385	42.3
Minority-serving (total)	852	40.7	147	24.0	222	27.0	430	54.6
Population served								
HBCU	84	33.0	39	31.8	43	33.3	0	†
Black-serving, non-HBCU	413	44.4	37	16.8	93	25.4	254	56.7
Hispanic-serving	245	42.2	38	23.4	46	31.4	150	51.1
Asian-serving	52	20.8	19	15.0	23	14.6	7	‡
American Indian-serving	24	33.7	10	41.5	7	‡	1	‡
Other minority-serving	34	40.6	4	‡	10	23.9	18	55.9

† Not applicable (not a single HBCU is private for-profit).

‡ Reporting standards not met.

¹ Including private not-for-profit 2-year institutions (accounting for 3 percent of the institution universe) not shown separately in the table.

² Including both 2- and 4-year.

³ Low-income students are defined as those who were federal Pell Grant recipients during fiscal year 2004.

⁴ Institutions are classified into the following seven mutually exclusive categories based on their minority-serving status, with the last six categories constituting the universe of minority-serving institutions (MSIs): (1) non-minority-serving (institutions that do not meet the criteria that define the six minority-serving categories explained next); (2) HBCU (Historically Black Colleges and Universities); (3) Black-serving, non-HBCU (institutions that are not HBCU but in which 25 percent or more of the total undergraduate enrollment are Black students); (4) Hispanic-serving (institutions in which 25 percent or more of the total undergraduate enrollment are Hispanic students or institutions designated as Hispanic-serving in 2003 by the Office for Civil Rights); (5) Asian-serving (institutions in which Asian/Pacific Islander undergraduates constitute 25 percent or more of the total undergraduate enrollment); (6) American Indian-serving (Tribal Colleges and Universities [TCU] or institutions in which 25 percent or more of the total undergraduate enrollment are American Indian/Alaska Native students); and (7) Other minority-serving institutions (those that fall into none of the above minority-serving categories but in which students in at least two of the four individual minority groups constitute at least 25 percent of the total undergraduate enrollment or minority students combined constitute at least 50 percent of the total undergraduate enrollment [see detailed definitions in report text]).

NOTE: Data are for institutions that were located in the 50 states and the District of Columbia and had reported undergraduate enrollment in the survey year. Public 2-year institutions are excluded from this table because many of their low-income dependent students choose not to apply for financial aid. Detail may not sum to totals because of rounding. "Title IV institutions" are those that have signed Title IV participation agreements with the U.S. Department of Education, making them eligible for the federal student aid programs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2004; Pell Grants Recipients Data for Fiscal Year 2004.

The relatively large representation of low-income students among Black-serving non-HBCUs and Hispanic-serving institutions was due primarily to the large low-income student enrollment in the private for-profit sector, which constituted more than half (57 and 51 percent, respectively) of the total enrollment (table 12). In fact, the public 4-year and private not-for-profit 4-year institutions that were Black-serving non-HBCUs or Hispanic-serving institutions had lower average low-income student enrollments than did HBCUs (17 and 24 percent, respectively, vs. 32 percent in the public 4-year sector, and 25 and 31 percent, respectively, vs. 33 percent in the private not-for-profit 4-year sector).

Characteristics of Minority Students Enrolled in Minority-Serving Institutions and Elsewhere

The previous section discusses differences in institutional characteristics among subgroups of institutions, using 2004 IPEDS census data and focusing on the institutions as the observational unit. It demonstrates that MSIs as a whole differ from non-MSIs and that variations in characteristics exist among different subgroups of MSIs.

Shifting the focus now to students as the observational unit, this section addresses the following questions. Do minority students attending MSIs differ from their peers attending non-MSIs in terms of their demographic and enrollment characteristics? Are there differences between minority students enrolled in one subgroup of MSIs and those enrolled in another?

In the following discussion, the three largest racial/ethnic minority groups (i.e., Black, Hispanic, and Asian)²⁰ are examined separately. As in previous sections, the analyses in this section are also limited to students enrolled in degree-granting Title IV institutions in the 50 states and the District of Columbia. To be consistent with the IPEDS definition of the various minority groups, students who are not U.S. citizens or permanent residents are excluded. Additionally, the analysis takes into consideration two methodological issues. First, student demographic and enrollment characteristics are highly associated with the types of institutions students attend (e.g., Horn, Peter, and Rooney 2002; Horn and Nevill 2006). Therefore, it is important to examine how students attending MSIs differ from their peers attending non-MSIs within institution sectors: public 4-year, private not-for-profit 4-year, public 2-year, and private for-profit.

Second, the analysis is limited here to subgroups of MSIs for which no fewer than five member institutions were included in the NPSAS:04 sample and in which the NPSAS:04 sample includes at least 120 students of the minority group of interest. These constraints ensure that the subgroups of MSIs are well represented in the NPSAS sample and that student sample sizes are adequate for making statistically meaningful comparisons. Unfortunately, this means that all subgroups of MSIs are not discussed simply because certain subgroups of MSIs had too few students sampled from NPSAS:04 to allow for stable estimates (e.g., see table 13).

²⁰ Sample sizes for American Indians/Alaska Natives are too small for inclusion in this part of the study.

Table 13. Among Black undergraduates enrolled in various sectors of degree-granting Title IV institutions, percentage distribution by minority-serving status of institution and population served: 2003–04

Minority-serving status of institution and population served	Total	Private		Public 2-year	Private for-profit
		Public 4-year	not-for-profit 4-year		
Total	100.0	100.0	100.0	100.0	100.0
Minority-serving status of institution ¹					
Non-minority-serving	39.2	56.1	39.9	32.6	27.8
Minority-serving (total)	60.8	43.9	60.1	67.4	72.2
Population served					
HBCU	13.4	23.8	19.3 !	‡	†
Black-serving, non-HBCU	34.1	10.0	35.8	42.5	52.5
Hispanic-serving	10.4	‡	‡	13.1	18.2
Asian-serving	1.5	‡	‡	‡	‡
American Indian-serving	0.2 !	‡	‡	‡	‡
Other minority-serving	1.3 !	‡	‡	‡	‡

† Not applicable (not a single HBCU is private for-profit).

! Interpret data with caution. Standard error exceeds one third of the estimate.

‡ Reporting standards not met (fewer than five institutions or 120 students sampled).

¹ Institutions are classified into the following seven mutually exclusive categories based on their minority-serving status, with the last six categories constituting the universe of minority-serving institutions (MSIs): (1) non-minority-serving (institutions that do not meet the criteria that define the six minority-serving categories explained next); (2) HBCU (Historically Black Colleges and Universities); (3) Black-serving, non-HBCU (institutions that are not HBCU but in which 25 percent or more of the total undergraduate enrollment are Black students); (4) Hispanic-serving (institutions in which 25 percent or more of the total undergraduate enrollment are Hispanic students or institutions designated as Hispanic-serving in 2003 by the Office for Civil Rights); (5) Asian-serving (institutions in which Asian/Pacific Islander undergraduates constitute 25 percent or more of the total undergraduate enrollment); (6) American Indian-serving (Tribal Colleges and Universities [TCU] or institutions in which 25 percent or more of the total undergraduate enrollment are American Indian/Alaska Native students); and (7) Other minority-serving institutions (those that fall into none of the above minority-serving categories but in which students in at least two of the four individual minority groups constitute at least 25 percent of the total undergraduate enrollment or minority students combined constitute at least 50 percent of the total undergraduate enrollment [see detailed definitions in report text]).

NOTE: Detail may not sum to totals because of rounding. Estimates in the table are for institutions that were located in the 50 states and the District of Columbia and exclude international students. “Title IV institutions” are those that have signed Title IV participation agreements with the U.S. Department of Education, making them eligible for the federal student aid programs. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Black Undergraduates

The majority (61 percent) of all Black undergraduates in the academic year 2003–04 were enrolled in MSIs, with 34 percent in Black-serving non-HBCUs, 13 percent in HBCUs, and 10 percent in Hispanic-serving institutions (table 13). Less than half of Black undergraduates (39 percent) attended non-MSIs.²¹ However, the specific distribution of Black students among

²¹ Note that none of the figures from this set of NPSAS-based estimates is statistically different from the corresponding IPEDS census data shown in table 3-C, validating the accuracy of NPSAS estimates.

subgroups of institutions varied from sector to sector. For instance, the proportion of Black undergraduates enrolled in Black-serving non-HBCUs ranged from 10 percent in the public 4-year sector to 53 percent in the for-profit sector. Further, as discussed below, the patterns of comparison in Black student characteristics between those attending MSIs and their peers attending non-MSIs are also related to institutional sectors.

In the public 4-year sector, differences were observed between Blacks attending Black-serving non-HBCUs and their peers attending non-MSIs. Specifically, the proportion of Black undergraduates possessing four characteristics common to nontraditional²² undergraduates was higher for those enrolled in Black-serving non-HBCUs than for those enrolled in non-MSIs. The particular characteristics included age (49 vs. 36 percent were age 24 or older), financial independence (57 vs. 42 percent), single parenthood (25 vs. 13 percent), and part-time or part-year attendance (57 vs. 49 percent) (table 14-A). In general, no such differences were observed between Blacks enrolled in HBCUs and those enrolled in non-MSIs, nor were measurable differences detected between Blacks attending the two subgroups of MSIs.²³ While Black students attending public 4-year HBCUs who were identified with any of the four nontraditional traits appear different from their peers in either Black-serving non-HBCUs (e.g., 49 vs. 34 percent who were age 24 or older) or non-MSIs (e.g., 39 vs. 49 percent who attended part time or part year), these apparent differences were not statistically significant due in large part to standard errors associated with the estimates for Black students enrolled in HBCUs.

Similarly, in private not-for-profit 4-year institutions, a higher percentage of Black students attending Black-serving non-HBCUs than their peers attending non-MSIs had characteristics common to nontraditional students: a higher percentage were single parents (36 vs. 19 percent), delayed their postsecondary entry for more than 1 year after high school graduation (56 vs. 34 percent), enrolled part time or part year (63 vs. 48 percent), worked full time while enrolled (56 vs. 35 percent), and considered themselves primarily employees enrolled in school (54 vs. 33 percent) (table 14-B). Also, there was a lower proportion of Black students attending Black-serving non-HBCUs who were age 23 or younger (29 vs. 57 percent) than those in non-MSIs.

In contrast to the two 4-year sectors discussed above, little variation was observed in the public 2-year sector between Black undergraduates attending non-MSIs and their peers attending Black-serving non-HBCUs. For example, among both groups of Black students, about 60 percent were age 24 or older and approximately one-third were single parents (table 14-C).

²² “Nontraditional” undergraduate students refer to those who had one or more of the following characteristics: delayed enrollment into postsecondary education, attended part time, were financially independent, worked full time while enrolled, had dependents other than a spouse, were single parents, or did not obtain a standard high school diploma (Horn 1996; Choy 2002).

²³ The only exception is that Blacks attending public 4-year HBCUs had a lower proportion of those attending part time or part year than did their peers attending public 4-year Black-serving non-HBCUs (39 vs. 57 percent).

Table 14-A. Among Black undergraduates enrolled in public 4-year degree-granting Title IV institutions, percentage distribution of student demographic and enrollment characteristics, by minority-serving status of institution: 2003–04

Demographic and enrollment characteristics	Total ¹	Non-minority-serving ²	HBCU ³	Black-serving, non-HBCU ⁴
Total	100.0	100.0	100.0	100.0
Gender				
Male	40.4	43.7	40.2	26.3
Female	59.6	56.4	59.9	73.8
Age as of 12/31/03				
23 or younger	62.4	63.5	65.8	50.8
24 or older	37.6	36.5	34.2	49.2
24–29	17.1	16.4	13.8	22.7
30 or older	20.5	20.1	20.4	26.5
Dependency and family status				
Dependent	56.0	58.2	57.1	43.0
Independent	44.1	41.8	42.9	57.0
No dependents, unmarried	16.1	15.2	13.7	19.8
Married, no dependents	4.0	4.9	2.7 !	2.3 !
Single parent	16.5	12.9	21.1	25.4
Married parents	7.5	8.8	5.4	9.5
High school degree type				
Diploma	94.2	93.7	95.1	92.6
GED or other equivalence	3.5	3.2	4.1 !	4.7 !
Other ⁵	2.3	3.0	0.8 !	2.7 !
Enrollment into postsecondary education				
Did not delay	70.3	68.9	73.8	66.9
Delayed 1 or more years	29.7	31.1	26.2	33.2
Undergraduate major				
Business/management	19.8	20.4	19.5	17.9
Education	7.9	6.4	11.8 !	8.0
Engineering/sciences	27.2	25.9	31.1	29.3
Humanities/social/behavioral sciences	20.6	22.2	14.5	21.7
Other	15.1	14.1	17.8	10.7
Undeclared/not in degree programs	9.4	11.0	5.2	12.4
Attendance intensity and duration				
Full-time and full-year	52.9	51.1	61.1	42.9
Part-time or part-year	47.1	48.9	38.9	57.1
Attendance intensity				
Exclusively full-time or mixed full/part-time	74.3	73.8	78.4	69.2
Exclusively part-time	25.7	26.2	21.6	30.8
Work intensity while enrolled				
Did not work	23.7	22.5	29.2	22.0
Worked part-time	46.2	47.8	41.8	42.4
Worked full-time	30.2	29.7	29.0	35.6

See notes at end of table.

Table 14-A. Among Black undergraduates enrolled in public 4-year degree-granting Title IV institutions, percentage distribution of student demographic and enrollment characteristics, by minority-serving status of institution: 2003–04—Continued

Demographic and enrollment characteristics	Total ¹	Non-minority-serving ²	HBCU ³	Black-serving, non-HBCU ⁴
Primary role as student or employee ⁶				
Student working to meet expenses	76.4	77.1	76.0	70.7
Employee enrolled in school	23.6	23.0	24.1	29.3
Took remedial courses in 2003–04				
No	80.4	83.3	75.4	72.5
Yes	19.6	16.7	24.6	27.6
Parent’s educational attainment				
High school or less	36.4	35.3	38.5	33.2
Some college	28.3	27.8	28.4	33.8
Bachelor’s or higher degree	35.3	36.9	33.2	33.0
Highest level of education ever expected				
Less than bachelor’s degree	1.0	0.8 !	1.0 !	2.9 !
Bachelor’s degree	20.5	19.7	21.6	17.1
Advanced degree	78.6	79.5	77.5	80.0
Low-income status ⁷				
Low-income	38.8	35.6	46.5	39.3
Not low-income	61.2	64.4	53.5	60.7

! Interpret data with caution. Standard error exceeds one third of the estimate.

¹ Includes all institutions regardless of the institutions’ minority-serving status.

² These are institutions that do not meet any of the criteria that define the six categories of minority-serving institutions used in this report (see detailed definitions in the report text).

³ These are Historically Black Colleges and Universities.

⁴ These are institutions that are not Historically Black Colleges and Universities but in which 25 percent or more of the total undergraduate enrollment are Black students (see detailed definition in the report text).

⁵ Includes those who had a high school completion certificate, attended foreign high school, had no high school degree or certificate, or were home schooled.

⁶ Limited to students who worked (including work-study and assistantship) while enrolled.

⁷ Low-income is defined as students whose total 2002 family income is at or below 150 percent of the federal poverty threshold for 2002.

NOTE: Detail may not sum to totals because of rounding. Estimates in the table are for institutions that were located in the 50 states and the District of Columbia and exclude international students. “Title IV institutions” are those that have signed Title IV participation agreements with the U.S. Department of Education, making them eligible for the federal student aid programs. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Table 14-B. Among Black undergraduates enrolled in private not-for-profit 4-year degree-granting Title IV institutions, percentage distribution of student demographic and enrollment characteristics, by minority-serving status of institution: 2003–04

Demographic and enrollment characteristics	Total ¹	Non-minority-serving ²	HBCU ³	Black-serving, non-HBCU ⁴
Total	100.0	100.0	100.0	100.0
Gender				
Male	36.5	38.4	43.7	30.3
Female	63.5	61.6	56.3	69.7
Age as of 12/31/03				
23 or younger	48.4	56.6	71.6	29.2 !
24 or older	51.6	43.4	28.4	70.8
24–29	17.0	14.8	12.3	22.0
30 or older	34.6	28.6	16.0 !	48.9
Dependency and family status				
Dependent	42.1	50.9	65.1	21.7 !
Independent	58.0	49.1	34.9	78.3
No dependents, unmarried	15.6	12.4	13.2 !	19.6
Married, no dependents	5.0	4.3	0.6 !	7.2
Single parent	24.8	19.1	13.8 !	36.4
Married parents	12.6	13.3	7.3 !	15.0 !
High school degree type				
Diploma	90.8	90.0	96.2	89.6
GED or other equivalence	6.5	5.8	3.5 !	8.6 !
Other ⁵	2.7	4.2	0.3 !	1.9 !
Enrollment into postsecondary education				
Did not delay	58.0	66.3	69.2	44.2
Delayed 1 or more years	42.0	33.7	30.9	55.8
Undergraduate major				
Business/management	29.6	27.6	27.0 !	33.6
Education	4.0	3.8	6.5 !	3.0
Engineering/sciences	19.5	20.8	27.0	13.9
Humanities/social/behavioral sciences	17.9	23.3	15.6 !	12.4 !
Other	18.7	12.6	19.1 !	25.1 !
Undeclared/not in degree programs	10.4	11.9	4.8 !	11.9 !
Attendance intensity and duration				
Full-time and full-year	47.1	52.0	57.7 !	37.4
Part-time or part-year	53.0	48.1	42.3	62.7
Attendance intensity				
Exclusively full-time or mixed full/part-time	75.5	73.1	94.5	69.4
Exclusively part-time	24.5	26.9	5.5	30.6 !
Work intensity while enrolled				
Did not work	20.9	17.3	29.3	18.9
Worked part-time	37.1	47.3	42.6	25.4
Worked full-time	42.0	35.4	28.1	55.8

See notes at end of table.

Table 14-B. Among Black undergraduates enrolled in private not-for-profit 4-year degree-granting Title IV institutions, percentage distribution of student demographic and enrollment characteristics, by minority-serving status of institution: 2003–04—Continued

Demographic and enrollment characteristics	Total ¹	Non-minority-serving ²	HBCU ³	Black-serving, non-HBCU ⁴
Primary role as student or employee ⁶				
Student working to meet expenses	60.8	67.1	79.4	45.5
Employee enrolled in school	39.2	32.9	20.6 !	54.5
Took remedial courses in 2003–04				
No	85.8	87.2	82.5	86.4
Yes	14.2	12.8	17.5	13.6
Parent’s educational attainment				
High school or less	40.0	34.6	36.3	47.8
Some college	25.0	24.1	26.6	25.6
Bachelor’s or higher degree	35.0	41.3	37.1	26.6
Highest level of education ever expected				
Less than bachelor’s degree	1.6 !	1.6 !	0.2 !	2.3 !
Bachelor’s degree	19.7	21.0	14.2	22.0
Advanced degree	78.7	77.5	85.6	75.7
Low-income status ⁷				
Low-income	34.7	31.9	43.6	33.8
Not low-income	65.3	68.1	56.4	66.2

! Interpret data with caution. Standard error exceeds one third of the estimate.

¹ Includes all institutions regardless of the institutions’ minority-serving status.

² These are institutions that do not meet any of the criteria that define the six categories of minority-serving institutions used in this report (see detailed definitions in the report text).

³ These are Historically Black Colleges and Universities.

⁴ These are institutions that are not Historically Black Colleges and Universities but in which 25 percent or more of the total undergraduate enrollment are Black students (see detailed definition in the report text).

⁵ Includes those who had a high school completion certificate, attended foreign high school, had no high school degree or certificate, or were home schooled.

⁶ Limited to students who worked (including work-study and assistantship) while enrolled.

⁷ Low-income is defined as students whose total 2002 family income is at or below 150 percent of the federal poverty threshold for 2002.

NOTE: Detail may not sum to totals because of rounding. Estimates in the table are for institutions that were located in the 50 states and the District of Columbia and exclude international students. “Title IV institutions” are those that have signed Title IV participation agreements with the U.S. Department of Education, making them eligible for the federal student aid programs. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Table 14-C. Among Black undergraduates enrolled in public 2-year degree-granting Title IV institutions, percentage distribution of student demographic and enrollment characteristics, by minority-serving status of institution: 2003–04

Demographic and enrollment characteristics	Total ¹	Non-minority-serving ²	Black-serving non-HBCU ³
Total	100.0	100.0	100.0
Gender			
Male	34.0	32.5	33.1
Female	66.0	67.5	66.9
Age as of 12/31/03			
23 or younger	40.3	38.9	39.7
24 or older	59.7	61.1	60.3
24–29	19.4	18.9	19.8
30 or older	40.3	42.2	40.5
Dependency and family status			
Dependent	29.6	29.1	29.2
Independent	70.4	70.9	70.8
No dependents, unmarried	16.2	16.1	15.1
Married, no dependents	4.8	6.1	4.2
Single parent	34.3	32.1	36.0
Married parents	15.1	16.7	15.6
High school degree type			
Diploma	83.3	82.2	84.3
GED or other equivalence	11.1	12.6	10.7
Other ⁴	5.6	5.2	5.0
Enrollment into postsecondary education			
Did not delay	41.5	43.1	38.5
Delayed 1 or more years	58.5	56.9	61.5
Undergraduate major			
Business/management	15.3	16.0	15.0
Education	6.8	6.0	7.7
Engineering/sciences	31.6	30.3	35.0
Humanities/social/behavioral sciences	13.4	13.2	12.4
Other	11.9	11.3	12.7
Undeclared/not in degree programs	21.1	23.3	17.3
Attendance intensity and duration			
Full-time and full-year	23.2	20.7	24.4
Part-time or part-year	76.8	79.3	75.6
Attendance intensity			
Exclusively full-time or mixed full/part-time	49.8	43.2	53.6
Exclusively part-time	50.2	56.9	46.4
Work intensity while enrolled			
Did not work	20.1	17.9	21.8
Worked part-time	34.4	34.3	33.1
Worked full-time	45.5	47.9	45.1

See notes at end of table.

Table 14-C. Among Black undergraduates enrolled in public 2-year degree-granting Title IV institutions, percentage distribution of student demographic and enrollment characteristics, by minority-serving status of institution: 2003–04—Continued

Demographic and enrollment characteristics	Total ¹	Non-minority-serving ²	non-HBCU ³
Primary role as student or employee ⁵			
Student working to meet expenses	55.0	52.7	52.8
Employee enrolled in school	45.0	47.3	47.2
Took remedial courses in 2003–04			
No	75.3	75.2	74.4
Yes	24.7	24.8	25.6
Parent's educational attainment			
High school or less	47.4	45.1	50.2
Some college	27.0	29.2	26.2
Bachelor's or higher degree	25.6	25.7	23.7
Highest level of education ever expected			
Less than bachelor's degree	16.9	13.2	19.8
Bachelor's degree	37.4	39.9	36.4
Advanced degree	45.8	46.9	43.8
Low-income status ⁶			
Low-income	49.8	44.8	52.1
Not low-income	50.2	55.2	47.9

! Interpret data with caution. Standard error exceeds one third of the estimate.

¹ Includes all institutions regardless of the institutions' minority-serving status.

² These are institutions that do not meet any of the criteria that define the six categories of minority-serving institutions used in this report (see detailed definitions in the report text).

³ These are institutions that are not Historically Black Colleges and Universities but in which 25 percent or more of the total undergraduate enrollment are Black students (see detailed definition in the report text).

⁴ Includes those who had a high school completion certificate, attended foreign high school, had no high school degree or certificate, or were home schooled.

⁵ Limited to students who worked (including work-study and assistantship) while enrolled.

⁶ Low-income is defined as those whose total 2002 family income is at or below 150 percent of the federal poverty threshold for 2002.

NOTE: Detail may not sum to totals because of rounding. Estimates in the table are for institutions that were located in the 50 states and the District of Columbia and exclude international students. "Title IV institutions" are those that have signed Title IV participation agreements with the U.S. Department of Education, making them eligible for the federal student aid programs. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Within the private for-profit sector, a lower proportion of Black students in Black-serving non-HBCUs than their peers in non-MSIs possessed certain nontraditional characteristics, reversing the pattern of differences observed in the public and private not-for-profit 4-year sectors. Specifically, a lower percentage of Black students in Black-serving non-HBCUs were age 30 or older (38 vs. 58 percent), working full time while enrolled (47 vs. 66 percent), or considering themselves primarily employees enrolled in school (50 vs. 74 percent) than of Black students in non-MSIs (table 14-D).

Table 14-D. Among Black undergraduates enrolled in private for-profit degree-granting Title IV institutions, percentage distribution of student demographic and enrollment characteristics, by minority-serving status of institution: 2003–04

Demographic and enrollment characteristics	Total ¹	Non-minority-serving ²	Black-serving, non-HBCU ³
Total	100.0	100.0	100.0
Gender			
Male	36.8	44.8	30.4
Female	63.2	55.3	69.6
Age as of 12/31/03			
23 or younger	31.3	21.6	33.5
24 or older	68.7	78.4	66.5
24–29	25.5	20.2	28.6
30 or older	43.2	58.2	37.9
Dependency and family status			
Dependent	18.0	9.8 !	18.7
Independent	82.0	90.2	81.3
No dependents, unmarried	18.5	19.8	17.7
Married, no dependents	4.1	5.7 !	4.0 !
Single parent	42.9	35.4	48.6
Married parents	16.4	29.4 !	11.1
High school degree type			
Diploma	80.2	90.1	76.2
GED or other equivalence	15.3	8.8 !	19.2
Other ⁴	4.5	1.2 !	4.6 !
Enrollment into postsecondary education			
Did not delay	42.9	58.4	34.1
Delayed 1 or more years	57.1	41.6	66.0
Undergraduate major			
Business/management	29.6	42.6	24.8
Education	0.8 !	0.2 !	0.5 !
Engineering/sciences	39.8	30.7	41.7
Humanities/social/behavioral sciences	4.4	4.1 !	5.0 !
Other	17.1	17.9 !	18.7
Undeclared/not in degree programs	8.4	4.6 !	9.3 !
Attendance intensity and duration			
Full-time and full-year	35.7	37.4	33.0
Part-time or part-year	64.3	62.6	67.0
Attendance intensity			
Exclusively full-time or mixed full/part-time	75.9	77.1	74.5
Exclusively part-time	24.1	22.9	25.5
Work intensity while enrolled			
Did not work	19.2	10.5	23.0
Worked part-time	28.9	23.7	29.8
Worked full-time	51.9	65.8	47.1

See notes at end of table.

Table 14-D. Among Black undergraduates enrolled in private for-profit degree-granting Title IV institutions, percentage distribution of student demographic and enrollment characteristics, by minority-serving status of institution: 2003–04—Continued

Demographic and enrollment characteristics	Total ¹	Non-minority-serving ²	Black-serving, non-HBCU ³
Primary role as student or employee ⁵			
Student working to meet expenses	42.8	26.2	49.6
Employee enrolled in school	57.2	73.8	50.4
Took remedial courses in 2003–04			
No	88.2	88.8	86.8
Yes	11.8	11.2	13.2
Parent’s educational attainment			
High school or less	55.4	48.0	59.8
Some college	24.8	31.2	21.1
Bachelor’s or higher degree	19.8	20.8	19.1
Highest level of education ever expected			
Less than bachelor’s degree	14.0	7.2 !	16.2
Bachelor’s degree	33.8	33.0	33.6
Advanced degree	52.1	59.8	50.2
Low-income status ⁶			
Low-income	48.4	30.2	56.7
Not low-income	51.6	69.8	43.3

! Interpret data with caution. Standard error exceeds one third of the estimate.

¹ Includes all institutions regardless of the institutions’ minority-serving status.

² These are institutions that do not meet any of the criteria that define the six categories of minority-serving institutions used in this report (see detailed definitions in the report text).

³ These are institutions that are not Historically Black Colleges and Universities but in which 25 percent or more of the total undergraduate enrollment are Black students (see detailed definition in the report text).

⁴ Includes those who had a high school completion certificate, attended foreign high school, had no high school degree or certificate, or were home schooled.

⁵ Limited to students who worked (including work-study and assistantship) while enrolled.

⁶ Low-income is defined as those whose total 2002 family income is at or below 150 percent of the federal poverty threshold for 2002. NOTE: Detail may not sum to totals because of rounding. Estimates in the table are for institutions that were located in the 50 states and the District of Columbia and exclude international students. “Title IV institutions” are those that have signed Title IV participation agreements with the U.S. Department of Education, making them eligible for the federal student aid programs. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Consistent with findings by other investigators (e.g., Kim and Conrad 2006), Black undergraduates enrolled in both public 2-year and private for-profit MSIs had higher proportions of low-income students than did Black students attending comparable non-MSIs (52 to 57 percent vs. 30 to 45 percent) (tables 14-C and 14-D). However, no such measurable differences were detected in the two 4-year sectors (tables 14-A and 14-B).

It is worth noting that variations by sector among Black students attending MSIs were related to the specific type of minority-serving institutions they attended. Among Black students attending Black-serving non-HBCUs, measurable differences were observed by sector: compared with their peers in public 4-year Black-serving institutions, higher proportions of Black students in private not-for-profit 4-year, public 2-year, or private for-profit institutions had a number of characteristics common to nontraditional students. For instance, the proportion of Black students in Black-serving non-HBCUs who considered themselves primarily employees ranged from 47 to 54 percent for those enrolled in the private not-for-profit 4-year, public 2-year, and private for-profit sectors, compared with 29 percent among Black students enrolled in public 4-year Black-serving non-HBCUs (tables 14-A, 14-B, 14-C, and 14-D). In contrast, among Black undergraduates attending HBCUs, there were few measurable differences detected between those enrolled in the public 4-year sector and their peers in comparable private not-for-profit institutions in terms of their demographic and enrollment characteristics.²⁴

Hispanic Undergraduates

As was shown in table 3-C, approximately half of the total Hispanic undergraduate enrollment in 2004 was concentrated in Hispanic-serving MSIs, while a lower percentage (37 percent of the total) was concentrated in non-MSIs. However, this high concentration of Hispanic students in Hispanic-serving institutions was not observed across all institution sectors. For example, in the private not-for-profit 4-year sector, 14 percent of the total Hispanic enrollment was concentrated in Hispanic-serving colleges/universities and another 17 percent in Black-serving non-HBCUs, whereas 64 percent of the total was found in non-MSIs (table 15).

In the public 4-year sector, the proportion of those who were age 24 or older was higher for Hispanics enrolled in public 4-year Hispanic-serving institutions than for their peers enrolled in non-MSIs (36 vs. 29 percent) (table 16-A). However, other than this variation, there tended to be no measurable differences between the two groups of Hispanic students.

In contrast, variations were evident in the private not-for-profit 4-year sector: a higher proportion of Hispanic students attending Hispanic-serving institutions than their peers attending non-MSIs had a number of characteristics common to nontraditional students (the same relationship was observed in this sector between Blacks attending Black-serving non-HBCUs and their peers attending non-MSIs). In general, relative to Hispanic students enrolled in non-MSIs, proportionally more of those enrolled in MSIs were age 24 or older (53 vs. 30 percent), were single parents (21 vs. 8 percent), had delayed their entry into postsecondary education for

²⁴ One exception was that Blacks enrolled in public 4-year institutions had a higher proportion of those attending exclusively part time than their peers in private not-for-profit 4-year institutions (22 vs. 5 percent).

Table 15. Among Hispanic undergraduates enrolled in various sectors of degree-granting Title IV institutions, percentage distribution by minority-serving status of institution and population served: 2003–04

Minority-serving status of institution and population served	Total	Private		Public 2-year	Private for-profit
		Public 4-year	not-for-profit 4-year		
Total	100.0	100.0	100.0	100.0	100.0
Minority-serving status of institution ¹					
Non-minority-serving	38.0	52.5	64.1	29.5	23.1
Minority-serving (total)	62.0	47.5	35.9	70.5	76.9
Population served					
HBCU	1.4 !	‡	‡	‡	‡
Black-serving, non-HBCU	7.5	‡	16.9	7.0	17.4 !
Hispanic-serving	46.6	33.8	14.4	56.1	58.3
Asian-serving	5.0	‡	‡	‡	‡
American Indian-serving	0.1 !	‡	‡	‡	‡
Other minority-serving	1.4	‡	‡	‡	‡

† Not applicable (not a single HBCU is private for-profit).

! Interpret data with caution. Standard error exceeds one third of the estimate.

‡ Reporting standards not met (fewer than five institutions or 120 students sampled).

¹ Institutions are classified into the following seven mutually exclusive categories based on their minority-serving status, with the last six categories constituting the universe of minority-serving institutions (MSIs): (1) non-minority-serving (institutions that do not meet the criteria that define the six minority-serving categories explained next); (2) HBCU (Historically Black Colleges and Universities); (3) Black-serving, non-HBCU (institutions that are not HBCU but in which 25 percent or more of the total undergraduate enrollment are Black students); (4) Hispanic-serving (institutions in which 25 percent or more of the total undergraduate enrollment are Hispanic students or institutions designated as Hispanic-serving in 2003 by the Office for Civil Rights); (5) Asian-serving (institutions in which Asian/Pacific Islander undergraduates constitute 25 percent or more of the total undergraduate enrollment); (6) American Indian-serving (Tribal Colleges and Universities [TCU] or institutions in which 25 percent or more of the total undergraduate enrollment are American Indian/Alaska Native students); and (7) Other minority-serving institutions (those that fall into none of the above minority-serving categories but in which students in at least two of the four individual minority groups constitute at least 25 percent of the total undergraduate enrollment or minority students combined constitute at least 50 percent of the total undergraduate enrollment [see detailed definitions in report text]).

NOTE: Detail may not sum to totals because of rounding. Estimates in the table are for institutions that were located in the 50 states and the District of Columbia and exclude international students. "Title IV institutions" are those that have signed Title IV participation agreements with the U.S. Department of Education, making them eligible for the federal student aid programs. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

more than a year after high school graduation (38 vs. 26 percent), worked full time while enrolled (41 vs. 30 percent), or considered themselves primarily employees enrolled in school (40 vs. 25 percent) (table 16-B).²⁵

²⁵ The apparent differences between Hispanics attending Hispanic-serving institutions and those attending non-MSIs in the proportions who delayed postsecondary entry (38 vs. 26 percent) and considered themselves primarily employees (40 vs. 25 percent) were not statistically significant.

Table 16-A. Among Hispanic undergraduates enrolled in public 4-year degree-granting Title IV institutions, percentage distribution of student demographic and enrollment characteristics, by minority-serving status of institution: 2003–04

Demographic and enrollment characteristics	Total ¹	Non-minority-serving ²	Hispanic-serving ³
Total	100.0	100.0	100.0
Gender			
Male	41.0	41.6	39.2
Female	59.0	58.4	60.8
Age as of 12/31/03			
23 or younger	67.7	71.4	63.7
24 or older	32.3	28.6	36.3
24–29	18.9	16.4	20.8
30 or older	13.4	12.1	15.5
Dependency and family status			
Dependent	61.8	65.1	58.0
Independent	38.2	34.9	42.0
No dependents, unmarried	16.9	15.5	16.5
Married, no dependents	5.2	6.3	4.3
Single parent	6.8	4.9	9.9
Married parents	9.2	8.3	11.5
High school degree type			
Diploma	94.2	93.2	95.6
GED or other equivalence	3.5	3.6	3.3
Other ⁴	2.3	3.2	1.1 !
Enrollment into postsecondary education			
Did not delay	75.4	75.9	75.8
Delayed 1 or more years	24.6	24.1	24.2
Undergraduate major			
Business/management	14.4	14.6	14.1
Education	9.5	9.2	11.8
Engineering/sciences	23.9	24.2	21.6
Humanities/social/behavioral sciences	25.5	24.4	24.1
Other	12.7	13.7	14.3
Undeclared/not in degree programs	13.9	13.9	14.2
Attendance intensity and duration			
Full-time and full-year	54.1	53.2	54.0
Part-time or part-year	45.9	46.8	46.0
Attendance intensity			
Exclusively full-time or mixed full/part-time	76.9	76.7	75.6
Exclusively part-time	23.2	23.4	24.4

See notes at end of table.

Table 16-A. Among Hispanic undergraduates enrolled in public 4-year degree-granting Title IV institutions, percentage distribution of student demographic and enrollment characteristics, by minority-serving status of institution: 2003–04—Continued

Demographic and enrollment characteristics	Total ¹	Non-minority- serving ²	Hispanic- serving ³
Work intensity while enrolled			
Did not work	19.3	19.0	18.4
Worked part-time	50.2	49.9	48.9
Worked full-time	30.5	31.1	32.8
Primary role as student or employee ⁵			
Student working to meet expenses	81.4	79.4	81.7
Employee enrolled in school	18.6	20.6	18.4
Took remedial courses in 2003–04			
No	82.1	84.1	78.3
Yes	17.9	15.9	21.7
Parent's educational attainment			
High school or less	43.0	38.3	48.2
Some college	23.9	25.9	21.9
Bachelor's or higher degree	33.2	35.9	29.9
Highest level of education ever expected			
Less than bachelor's degree	0.9 !	1.1 !	0.7 !
Bachelor's degree	22.6	22.5	24.8
Advanced degree	76.5	76.4	74.5
Low-income status ⁶			
Low-income	35.9	30.1	43.6
Not low-income	64.1	69.9	56.5

! Interpret data with caution. Standard error exceeds one third of the estimate.

¹ Includes all institutions regardless of the institutions' minority-serving status.

² These are institutions that do not meet any of the criteria that define the six categories of minority-serving institutions used in this report (see detailed definitions in the report text).

³ These are institutions in which 25 percent or more of the total undergraduate enrollment are Hispanic students or institutions designated as Hispanic-serving in 2003 by the Office for Civil Rights (see detailed definition in report text).

⁴ Includes those who had a high school completion certificate, attended foreign high school, had no high school degree or certificate, or were home schooled.

⁵ Limited to students who worked (including work-study and assistantship) while enrolled.

⁶ Low-income is defined as those whose total 2002 family income is at or below 150 percent of the federal poverty threshold for 2002.

NOTE: Detail may not sum to totals because of rounding. Estimates in the table are for institutions that were located in the 50 states and the District of Columbia and exclude international students. "Title IV institutions" are those that have signed Title IV participation agreements with the U.S. Department of Education, making them eligible for the federal student aid programs. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Table 16-B. Among Hispanic undergraduates enrolled in private not-for-profit 4-year degree-granting Title IV institutions, percentage distribution of student demographic and enrollment characteristics, by minority-serving status of institution: 2003–04

Demographic and enrollment characteristics	Total ¹	Non-minority-serving ²	Hispanic-serving ³
Total	100.0	100.0	100.0
Gender			
Male	42.0	44.3	31.1
Female	58.0	55.7	68.9
Age as of 12/31/03			
23 or younger	60.7	69.9	47.3
24 or older	39.4	30.1	52.8
24–29	12.3	10.0	21.0
30 or older	27.0	20.1	31.7
Dependency and family status			
Dependent	55.0	64.8	41.9
Independent	45.1	35.2	58.1
No dependents, unmarried	14.2	12.7	16.8
Married, no dependents	4.2	3.9	8.1 !
Single parent	14.2	8.3	21.1
Married parents	12.4	10.3	12.0
High school degree type			
Diploma	89.1	94.6	86.0
GED or other equivalence	6.6	3.1	8.5 !
Other ⁴	4.3 !	2.3 !	5.5 !
Enrollment into postsecondary education			
Did not delay	66.8	73.9	61.9
Delayed 1 or more years	33.2	26.1	38.1
Undergraduate major			
Business/management	23.4	20.0	28.2
Education	7.4	8.1	9.6 !
Engineering/sciences	17.6	17.5	18.9
Humanities/social/behavioral sciences	26.3	28.4	23.9
Other	10.8	10.4	10.7
Undeclared/not in degree programs	14.6	15.7	8.7
Attendance intensity and duration			
Full-time and full-year	52.4	58.4	40.4
Part-time or part-year	47.6	41.6	59.6
Attendance intensity			
Exclusively full-time or mixed full/part-time	75.1	78.3	70.1
Exclusively part-time	24.9	21.7	29.9
Work intensity while enrolled			
Did not work	19.8	19.6	20.6
Worked part-time	45.3	50.7	38.4
Worked full-time	34.9	29.7	41.0

See notes at end of table.

Table 16-B. Among Hispanic undergraduates enrolled in private not-for-profit 4-year degree-granting Title IV institutions, percentage distribution of student demographic and enrollment characteristics, by minority-serving status of institution: 2003–04—Continued

Demographic and enrollment characteristics	Total ¹	Non-minority-serving ²	Hispanic-serving ³
Primary role as student or employee ⁵			
Student working to meet expenses	66.7	75.3	60.4
Employee enrolled in school	33.4	24.7	39.6
Took remedial courses in 2003–04			
No	89.1	91.6	88.2
Yes	10.9	8.4	11.8 !
Parent’s educational attainment			
High school or less	40.0	35.1	40.9
Some college	19.8	19.0	19.0
Bachelor’s or higher degree	40.2	45.9	40.1
Highest level of education ever expected			
Less than bachelor’s degree	0.8 !	1.2 !	0.1 !
Bachelor’s degree	17.6	16.4	20.2
Advanced degree	81.5	82.4	79.7
Low-income status ⁶			
Low-income	27.9	25.3	34.4
Not low-income	72.1	74.7	65.7

! Interpret data with caution. Standard error exceeds one third of the estimate.

¹ Includes all institutions regardless of the institutions’ minority-serving status.

² These are institutions that do not meet any of the criteria that define the six categories of minority-serving institutions used in this report (see detailed definitions in the report text).

³ These are institutions in which 25 percent or more of the total undergraduate enrollment are Hispanic students or institutions designated as Hispanic-serving in 2003 by the Office for Civil Rights (see detailed definition in report text).

⁴ Includes those who had a high school completion certificate, attended foreign high school, had no high school degree or certificate, or were home schooled.

⁵ Limited to students who worked (including work-study and assistantship) while enrolled.

⁶ Low-income is defined as those whose total 2002 family income is at or below 150 percent of the federal poverty threshold for 2002.

NOTE: Detail may not sum to totals because of rounding. Estimates in the table are for institutions that were located in the 50 states and the District of Columbia and exclude international students. “Title IV institutions” are those that have signed Title IV participation agreements with the U.S. Department of Education, making them eligible for the federal student aid programs. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Unlike the situation in the private not-for-profit 4-year sector, no measurable differences were detected among either Hispanic community college students or Hispanics enrolled in private for-profit institutions when comparing those enrolled in Hispanic-serving MSIs and their peers in non-MSIs (tables 16-C and 16-D).²⁶

²⁶ The exception was that compared with their peers in non-MSIs, Hispanics in Hispanic-serving institutions had higher percentages of students who were independent (61 vs. 52 percent) and age 24 or older (50 vs. 40 percent).

Table 16-C. Among Hispanic undergraduates enrolled in public 2-year degree-granting Title IV institutions, percentage distribution of student demographic and enrollment characteristics, by minority-serving status of institution: 2003–04

Demographic and enrollment characteristics	Total ¹	Non-minority-serving ²	Hispanic-serving ³
Total	100.0	100.0	100.0
Gender			
Male	40.0	37.9	40.1
Female	60.0	62.1	59.9
Age as of 12/31/03			
23 or younger	52.3	59.5	50.0
24 or older	47.7	40.5	50.0
24–29	22.1	18.5	23.3
30 or older	25.6	22.0	26.7
Dependency and family status			
Dependent	41.6	48.5	39.2
Independent	58.4	51.5	60.9
No dependents, unmarried	15.7	13.7	16.2
Married, no dependents	6.6	6.1	6.6
Single parent	18.5	15.3	20.0
Married parents	17.6	16.4	18.1
High school degree type			
Diploma	85.8	86.2	85.3
GED or other equivalence	7.5	8.1	7.4
Other ⁴	6.6	5.7	7.4
Enrollment into postsecondary education			
Did not delay	52.6	57.1	52.6
Delayed 1 or more years	47.4	42.9	47.4
Undergraduate major			
Business/management	11.3	12.9	9.4
Education	6.1	6.5	6.0
Engineering/sciences	20.2	22.6	17.0
Humanities/social/behavioral sciences	14.9	15.2	15.4
Other	10.7	10.3	10.0
Undeclared/not in degree programs	37.0	32.5	42.2
Attendance intensity and duration			
Full-time and full-year	19.6	23.0	17.7
Part-time or part-year	80.4	77.1	82.3
Attendance intensity			
Exclusively full-time or mixed full/part-time	43.6	47.7	41.5
Exclusively part-time	56.5	52.3	58.5
Work intensity while enrolled			
Did not work	17.4	13.4	19.5
Worked part-time	39.3	41.9	38.0
Worked full-time	43.3	44.7	42.5

See notes at end of table.

Table 16-C. Among Hispanic undergraduates enrolled in public 2-year degree-granting Title IV institutions, percentage distribution of student demographic and enrollment characteristics, by minority-serving status of institution: 2003–04—Continued

Demographic and enrollment characteristics	Total ¹	Non-minority-serving ²	Hispanic-serving ³
Primary role as student or employee ⁵			
Student working to meet expenses	59.9	65.4	58.1
Employee enrolled in school	40.1	34.6	41.9
Took remedial courses in 2003–04			
No	73.3	71.9	74.5
Yes	26.7	28.1	25.5
Parent’s educational attainment			
High school or less	51.4	44.6	57.5
Some college	25.4	27.1	23.6
Bachelor’s or higher degree	23.2	28.3	19.0
Highest level of education ever expected			
Less than bachelor’s degree	16.7	15.5	16.8
Bachelor’s degree	35.8	38.2	34.3
Advanced degree	47.5	46.3	49.0
Low-income status ⁶			
Low-income	39.6	34.4	43.8
Not low-income	60.4	65.6	56.2

¹ Includes all institutions regardless of the institutions’ minority-serving status.

² These are institutions that do not meet any of the criteria that define the six categories of minority-serving institutions used in this report (see detailed definitions in the report text).

³ These are institutions in which 25 percent or more of the total undergraduate enrollment are Hispanic students or institutions designated as Hispanic-serving in 2003 by the Office for Civil Rights (see detailed definition in report text).

⁴ Includes those who had a high school completion certificate, attended foreign high school, had no high school degree or certificate, or were home schooled.

⁵ Limited to students who worked (including work-study and assistantship) while enrolled.

⁶ Low-income is defined as those whose total 2002 family income is at or below 150 percent of the federal poverty threshold for 2002.

NOTE: Detail may not sum to totals because of rounding. Estimates in the table are for institutions that were located in the 50 states and the District of Columbia and exclude international students. “Title IV institutions” are those that have signed Title IV participation agreements with the U.S. Department of Education, making them eligible for the federal student aid programs. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

However, across all sectors, Hispanic undergraduates attending Hispanic-serving institutions seem to be characterized with an economic disadvantage. The proportion of Hispanic students who were low income tended to be higher among those enrolled in Hispanic-serving institutions than among their peers enrolled in non-MSIs (tables 16-A through 16-D).²⁷

²⁷ The exception was that the 9 percentage point difference (34 vs. 25 percent) in the private not-for-profit 4-year sector was not statistically different.

Table 16-D. Among Hispanic undergraduates enrolled in private for-profit degree-granting Title IV institutions, percentage distribution of student demographic and enrollment characteristics, by minority-serving status of institution: 2003–04

Demographic and enrollment characteristics	Total ¹	Non-minority-serving ²	Hispanic-serving ³
Total	100.0	100.0	100.0
Gender			
Male	51.4	59.3	52.2
Female	48.6	40.7	47.8
Age as of 12/31/03			
23 or younger	41.2	35.9	43.3
24 or older	58.8	64.1	56.7
24–29	29.7	33.5	28.1
30 or older	29.2	30.6	28.6
Dependency and family status			
Dependent	28.2	25.1	29.4
Independent	71.8	74.9	70.6
No dependents, unmarried	21.8	27.8	19.2
Married, no dependents	5.1	9.8 !	2.7 !
Single parent	25.1	19.7	26.7
Married parents	19.8	17.6	22.0
High school degree type			
Diploma	79.7	82.2	78.8
GED or other equivalence	14.6	16.3	13.6
Other ⁴	5.8 !	1.5 !	7.6 !
Enrollment into postsecondary education			
Did not delay	43.4	42.6	44.2
Delayed 1 or more years	56.6	57.5	55.8
Undergraduate major			
Business/management	28.4	31.2	29.9
Education	0.6 !	#	1.0 !
Engineering/sciences	36.4	28.7	37.2
Humanities/social/behavioral sciences	6.9 !	4.5 !	6.2 !
Other	14.1	19.7	12.2 !
Undeclared/not in degree programs	13.6	15.9	13.6
Attendance intensity and duration			
Full-time and full-year	36.6	39.3	36.6
Part-time or part-year	63.4	60.7	63.4
Attendance intensity			
Exclusively full-time or mixed full/part-time	79.7	82.4	82.5
Exclusively part-time	20.4	17.6	17.5
Work intensity while enrolled			
Did not work	19.4	18.1	19.1
Worked part-time	29.8	27.1	30.3
Worked full-time	50.9	54.8	50.7

See notes at end of table.

Table 16-D. Among Hispanic undergraduates enrolled in private for-profit degree-granting Title IV institutions, percentage distribution of student demographic and enrollment characteristics, by minority-serving status of institution: 2003–04—Continued

Demographic and enrollment characteristics	Total ¹	Non-minority-serving ²	Hispanic-serving ³
Primary role as student or employee ⁵			
Student working to meet expenses	52.2	44.2	53.3
Employee enrolled in school	47.8	55.8	46.7
Took remedial courses in 2003–04			
No	86.3	90.1	83.4
Yes	13.7	9.9 !	16.6
Parent’s educational attainment			
High school or less	61.4	54.1	63.2
Some college	19.4	21.4	19.6
Bachelor’s or higher degree	19.2	24.5	17.2
Highest level of education ever expected			
Less than bachelor’s degree	11.9	8.4 !	14.6
Bachelor’s degree	35.4	36.3	37.0
Advanced degree	52.7	55.3	48.4
Low-income status ⁶			
Low-income	47.8	37.2	51.3
Not low-income	52.2	62.8	48.8

Rounds to zero.

! Interpret data with caution. Standard error exceeds one third of the estimate.

¹ Includes all institutions regardless of the institutions’ minority-serving status.

² These are institutions that do not meet any of the criteria that define the six categories of minority-serving institutions used in this report (see detailed definitions in the report text).

³ These are institutions in which 25 percent or more of the total undergraduate enrollment are Hispanic students or institutions designated as Hispanic-serving in 2003 by the Office for Civil Rights (see detailed definition in report text).

⁴ Includes those who had a high school completion certificate, attended foreign high school, had no high school degree or certificate, or were home schooled.

⁵ Limited to students who worked (including work-study and assistantship) while enrolled.

⁶ Low-income is defined as those whose total 2002 family income is at or below 150 percent of the federal poverty threshold for 2002.

NOTE: Detail may not sum to totals because of rounding. Estimates in the table are for institutions that were located in the 50 states and the District of Columbia and exclude international students. “Title IV institutions” are those that have signed Title IV participation agreements with the U.S. Department of Education, making them eligible for the federal student aid programs. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Within Hispanic-serving institutions, modest differences were evident in the demographic and enrollment characteristics of Hispanics enrolled in different sectors of institutions. A lower proportion of those attending public 4-year institutions had characteristics common to nontraditional students than did their counterparts attending institutions in the other sectors. For example, 18 percent of Hispanics in the public 4-year sector considered themselves primarily

employees enrolled in school, whereas 40 to 47 percent of Hispanic students in the other sectors did so (tables 16-A through 16-D).

Asian Undergraduates

This discussion is limited to public 4-year and public 2-year institutions due to the small sample sizes of Asian students attending private (both not-for-profit 4-year and for-profit) institutions (as shown in table 17). In the public 4-year sector, a lower proportion of Asian students attending Asian-serving institutions possessed nontraditional characteristics than did their peers attending non-MSIs: for example, lower proportions delayed their postsecondary entry for more than a year after high school graduation (14 vs. 21 percent), attended part time or part year (20 vs. 39 percent), or attended exclusively part time (9 vs. 19 percent) (table 18-A). Asians in Asian-serving MSIs also worked full time while enrolled at lower rates than did their peers in non-MSIs (8 vs. 19 percent). On the other hand, the proportion of students who were low income was higher among Asians attending Asian-serving institutions than among their peers attending non-MSIs (40 vs. 30 percent), similar to the relationship observed among their Hispanic counterparts.

In the public 2-year sector (table 18-B), few measurable differences were evident. However, a higher proportion of Asian students attending Asian-serving institutions attended part time or part year than did their peers attending non-MSIs (85 vs. 75 percent).

Table 17. Among Asian undergraduates enrolled in various sectors of degree-granting Title IV institutions, percentage distribution by minority-serving status of institution and population served: 2003–04

Minority-serving status of institution and population served	Total	Private		Public 2-year	Private for-profit
		Public 4-year	not-for-profit 4-year		
Total	100.0	100.0	100.0	100.0	100.0
Minority-serving status of institution ¹					
Non-minority-serving	47.3	55.4	84.7	34.0	34.6
Minority-serving (total)	52.7	44.6	15.3	66.0	65.4
Population served					
HBCU	0.4 †	‡	‡	‡	‡
Black-serving, non-HBCU	6.0	‡	‡	7.7	‡
Hispanic-serving	18.4	‡	‡	29.5	‡
Asian-serving	24.7	28.3	‡	27.9	‡
American Indian-serving	#	‡	‡	‡	‡
Other minority-serving	2.1	‡	‡	‡	‡

† Not applicable (not a single HBCU is private for-profit).

Rounds to zero.

! Interpret data with caution. Standard error exceeds one third of the estimate.

‡ Reporting standards not met (fewer than five institutions or 120 students sampled).

¹ Institutions are classified into the following seven mutually exclusive categories based on their minority-serving status, with the last six categories constituting the universe of minority-serving institutions (MSIs): (1) non-minority-serving (institutions that do not meet the criteria that define the six minority-serving categories explained next); (2) HBCU (Historically Black Colleges and Universities); (3) Black-serving, non-HBCU (institutions that are not HBCU but in which 25 percent or more of the total undergraduate enrollment are Black students); (4) Hispanic-serving (institutions in which 25 percent or more of the total undergraduate enrollment are Hispanic students or institutions designated as Hispanic-serving in 2003 by the Office for Civil Rights); (5) Asian-serving (institutions in which Asian/Pacific Islander undergraduates constitute 25 percent or more of the total undergraduate enrollment); (6) American Indian-serving (Tribal Colleges and Universities [TCU] or institutions in which 25 percent or more of the total undergraduate enrollment are American Indian/Alaska Native students); and (7) Other minority-serving institutions (those that fall into none of the above minority-serving categories but in which students in at least two of the four individual minority groups constitute at least 25 percent of the total undergraduate enrollment or minority students combined constitute at least 50 percent of the total undergraduate enrollment [see detailed definitions in report text]).

NOTE: Detail may not sum to totals because of rounding. Estimates in the table are for institutions that were located in the 50 states and the District of Columbia and exclude international students. Asian includes Pacific Islander. “Title IV institutions” are those that have signed Title IV participation agreements with the U.S. Department of Education, making them eligible for the federal student aid programs. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Table 18-A. Among Asian undergraduates enrolled in public 4-year degree-granting Title IV institutions, percentage distribution of student demographic and enrollment characteristics, by minority-serving status of institution: 2003–04

Demographic and enrollment characteristics	Total ¹	Non-minority-serving ²	Asian-serving ³
Total	100.0	100.0	100.0
Gender			
Male	49.8	50.7	44.8
Female	50.2	49.3	55.2
Age as of 12/31/03			
23 or younger	76.4	76.8	82.6
24 or older	23.6	23.2	17.4
24–29	13.9	13.5	10.9
30 or older	9.7	9.7	6.5 !
Dependency and family status			
Dependent	72.6	72.1	80.4
Independent	27.4	28.0	19.6
No dependents, unmarried	15.2	13.1	13.9
Married, no dependents	4.8	6.6	0.8 !
Single parent	2.7	3.1	2.3 !
Married parents	4.7	5.2	2.6 !
High school degree type			
Diploma	92.4	91.9	94.1
GED or other equivalence	1.4	1.2 !	0.7 !
Other ⁴	6.2	6.9	5.2
Enrollment into postsecondary education			
Did not delay	81.3	78.6	85.8
Delayed 1 or more years	18.7	21.4	14.2
Undergraduate major			
Business/management	19.6	21.1	12.6
Education	2.8	3.4	2.3 !
Engineering/sciences	35.5	33.5	41.4
Humanities/social/behavioral sciences	19.8	16.6	25.6
Other	7.9	8.7	5.5 !
Undeclared/not in degree programs	14.4	16.7	12.6
Attendance intensity and duration			
Full-time and full-year	65.7	60.6	79.53
Part-time or part-year	34.3	39.4	20.47
Attendance intensity			
Exclusively full-time or mixed full/part-time	83.1	81.0	90.6
Exclusively part-time	16.9	19.0	9.4

See notes at end of table.

Table 18-A. Among Asian undergraduates enrolled in public 4-year degree-granting Title IV institutions, percentage distribution of student demographic and enrollment characteristics, by minority-serving status of institution: 2003–04—Continued

Demographic and enrollment characteristics	Total ¹	Non-minority-serving ²	Asian-serving ³
Work intensity while enrolled			
Did not work	32.3	28.0	37.3
Worked part-time	52.6	53.0	54.5
Worked full-time	15.0	19.0	8.3
Primary role as student or employee ⁵			
Student working to meet expenses	88.2	86.7	91.7
Employee enrolled in school	11.8	13.3	8.3
Took remedial courses in 2003–04			
No	85.1	85.3	87.1
Yes	15.0	14.7	12.9
Parent's educational attainment			
High school or less	29.1	27.7	27.2
Some college	17.5	17.8	19.6
Bachelor's or higher degree	53.5	54.5	53.2
Highest level of education ever expected			
Less than bachelor's degree	0.6 !	0.8 !	0.4 !
Bachelor's degree	21.2	22.8	18.9
Advanced degree	78.3	76.4	80.6
Low-income status ⁶			
Low-income	35.2	30.1	40.1
Not low-income	64.8	69.9	59.9

! Interpret data with caution. Standard error exceeds one third of the estimate.

¹ Includes all institutions regardless of the institutions' minority-serving status.

² These are institutions that do not meet any of the criteria that define the six categories of minority-serving institutions used in this report (see detailed definitions in the report text).

³ These are institutions in which Asian/Pacific Islander undergraduates constitute 25 percent or more of the total undergraduate enrollment (see detailed definition in report text).

⁴ Includes those who had a high school completion certificate, attended foreign high school, had no high school degree or certificate, or were home schooled.

⁵ Limited to students who worked (including work-study and assistantship) while enrolled.

⁶ Low-income is defined as students whose total 2002 family income is at or below 150 percent of the federal poverty threshold for 2002.

NOTE: Detail may not sum to totals because of rounding. Estimates in the table are for institutions that were located in the 50 states and the District of Columbia and exclude international students. Asian includes Pacific Islander. "Title IV institutions" are those that have signed Title IV participation agreements with the U.S. Department of Education, making them eligible for the federal student aid programs. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Table 18-B. Among Asian undergraduates enrolled in public 2-year degree-granting Title IV institutions, percentage distribution of student demographic and enrollment characteristics, by minority-serving status of institution: 2003–04

Demographic and enrollment characteristics	Total ¹	Non-minority-serving ²	Asian-serving ³
Total	100.0	100.0	100.0
Gender			
Male	43.0	44.9	37.9
Female	57.0	55.1	62.1
Age as of 12/31/03			
23 or younger	50.3	53.1	48.3
24 or older	49.7	46.9	51.7
24–29	19.2	20.6	14.7
30 or older	30.5	26.3	37.0
Dependency and family status			
Dependent	45.5	48.4	45.5
Independent	54.5	51.7	54.5
No dependents, unmarried	15.3	13.1	11.4
Married, no dependents	10.9	11.0	13.7
Single parent	9.5	8.9	8.1
Married parents	18.7	18.6	21.4
High school degree type			
Diploma	79.5	82.2	76.3
GED or other equivalence	3.4	2.9	4.5 !
Other ⁴	17.1	14.9	19.1
Enrollment into postsecondary education			
Did not delay	51.5	55.6	47.7
Delayed 1 or more years	48.5	44.4	52.3
Undergraduate major			
Business/management	12.8	15.6	9.9
Education	3.3	3.7 !	4.7 !
Engineering/sciences	26.7	30.4	23.0
Humanities/social/behavioral sciences	12.7	10.8	7.4
Other	5.4	5.5	7.0 !
Undeclared/not in degree programs	39.0	34.0	48.0
Attendance intensity and duration			
Full-time and full-year	21.3	24.8	14.6
Part-time or part-year	78.7	75.2	85.4
Attendance intensity			
Exclusively full-time or mixed full/part-time	44.1	44.7	39.2
Exclusively part-time	56.0	55.3	60.8
Work intensity while enrolled			
Did not work	21.7	21.4	19.4
Worked part-time	43.1	40.3	48.6
Worked full-time	35.2	38.3	32.0

See notes at end of table.

Table 18-B. Among Asian undergraduates enrolled in public 2-year degree-granting Title IV institutions, percentage distribution of student demographic and enrollment characteristics, by minority-serving status of institution: 2003–04—Continued

Demographic and enrollment characteristics	Total ¹	Non-minority-serving ²	Asian-serving ³
Primary role as student or employee ⁵			
Student working to meet expenses	58.9	61.3	53.5
Employee enrolled in school	41.1	38.7	46.5
Took remedial courses in 2003–04			
No	81.5	81.0	85.9
Yes	18.6	19.0	14.2
Parent's educational attainment			
High school or less	38.4	40.2	31.1
Some college	19.9	19.4	23.3
Bachelor's or higher degree	41.7	40.4	45.6
Highest level of education ever expected			
Less than bachelor's degree	11.9	12.5	9.7 !
Bachelor's degree	36.8	37.6	36.6
Advanced degree	51.4	50.0	53.8
Low-income status ⁶			
Low-income	33.8	28.6	30.9
Not low-income	66.2	71.4	69.1

! Interpret data with caution. Standard error exceeds one third of the estimate.

¹ Includes all institutions regardless of the institutions' minority-serving status.

² These are institutions that do not meet any of the criteria that define the six categories of minority-serving institutions used in this report (see detailed definitions in the report text).

³ These are institutions in which Asian/Pacific Islander undergraduates constitute 25 percent or more of the total undergraduate enrollment (see detailed definition in report text).

⁴ Includes those who had a high school completion certificate, attended foreign high school, had no high school degree or certificate, or were home schooled.

⁵ Limited to students who worked (including work-study and assistantship) while enrolled.

⁶ Low-income is defined as students whose total 2002 family income is at or below 150 percent of the federal poverty threshold for 2002.

NOTE: Detail may not sum to totals because of rounding. Estimates in the table are for institutions that were located in the 50 states and the District of Columbia and exclude international students. Asian includes Pacific Islander. "Title IV institutions" are those that have signed Title IV participation agreements with the U.S. Department of Education, making them eligible for the federal student aid programs. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

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Summary and Conclusions

Between fall 1984 and 2004, total minority enrollment increased from 1.9 to 4.7 million, an increase of 146 percent, compared with an increase of 15 percent for White students. Hispanic undergraduate enrollment increased 237 percent, followed by Asian (177 percent), American Indian (106 percent), and Black (93 percent) enrollment. This increase in minority enrollment has been associated with a parallel increase in the number of minority-serving institutions (MSIs)—institutions that enroll relatively large proportions of minority students, reflecting a faster growth rate in the general U.S. population for people of color than Whites.

This report presented an overview of six subgroups of MSIs, largely defined as institutions enrolling at least 25 percent of one particular minority group—Black, Hispanic, Asian, or American Indian undergraduates. In 2004, some 1,254 institutions were identified as MSIs, enrolling 58 percent of the 4.7 million minority undergraduates and accounting for just under one-third (32 percent) of all degree-granting Title IV institutions. Hispanic-serving institutions enrolled the largest proportion of minority students (27 percent), followed by Black-serving non-HBCUs (16 percent), Asian-serving institutions (8 percent), HBCUs (5 percent), and American Indian-serving institutions (1 percent).

Compared with institutions that are not minority serving, MSIs tended to be less selective, and the majority enrolled large populations of low-income students (i.e., at least 50 percent of the undergraduate population were low income). MSIs tended to have lower graduation rates than non-MSIs. Moreover, the gender gap favoring females, which has been prominent in postsecondary education for more than a decade, was greater for MSIs than for non-MSIs.

Most of the observed differences between MSIs and non-MSIs were due largely to Hispanic and Black-serving (either HBCU or non-HBCU) institutions. In contrast to these institutions, Asian-serving institutions tended to be more selective with higher graduation rates than non-MSIs, and they enrolled proportionally fewer low-income students than other MSIs.

The inclusive definition of MSIs used in this study encompassed a large number of institutions in the private for-profit sector, accounting for 36 percent of all MSIs. The for-profit MSIs were almost exclusively Black-serving non-HBCUs and Hispanic-serving institutions, the two largest subgroups of MSIs. However, for-profit MSIs tended to be small and enrolled

approximately 8 percent of the 4.7 million minority students in 2004. In contrast, more than half of all minority students enrolled in MSIs attended public 2-year institutions.

Unlike Hispanic-serving and Black-serving non-HBCUs that had the largest proportion of their member institutions within the private for-profit sector, the highest proportion of both HBCUs and Asian-serving institutions (87 and 55 percent, respectively) were in the two 4-year sectors (public and private not-for-profit). Still differently, almost half of American Indian-serving institutions were in the public 2-year sector, more than the proportion for all other subgroups of MSIs.

This report also presented a comparison of minority students enrolled in MSIs with their minority peers in non-MSIs. Differences were evident primarily among students enrolled in 4-year institutions. In general, Black students enrolled in 4-year (both public and private not-for-profit) Black-serving non-HBCUs and Hispanic students enrolled in private not-for-profit 4-year Hispanic-serving institutions tended to exhibit more nontraditional characteristics than did their Black or Hispanic peers in non-MSIs. That is, they tended to be older, to attend part time more often, and to work full time. The opposite was observed for Asian students enrolled in Asian-serving public 4-year institutions: a lower proportion had characteristics common to nontraditional students than did their peers enrolled in comparable non-MSIs. Readers should bear in mind that the small sample sizes encountered in the NPSAS:04 survey (as shown in tables 13, 15, and 17) restrained this study from discussing more fully how minority students enrolled in all types of MSIs differ from one another and from their peers enrolled in non-MSIs.

Overall, this report showed that the demographic shift between fall 1984 and 2004 of the undergraduate population toward greater representation of minority students has resulted in a sharp increase in both the number of minority-serving institutions and proportion of undergraduates who attend these institutions. While MSIs differ in many ways from non-MSIs, this report has also shown substantial variation among different types of MSIs with respect to sector, admissions policies, low-income enrollment size, and the characteristics of minority students who attend these institutions. It should be noted, however, that these findings are descriptive in nature and do not identify reasons for the trends or differences.

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Appendix A—Glossary

This glossary describes the variables used in the report. The variables are divided into two sets based on the databases from which they are taken: IPEDS variables and NPSAS variables. The IPEDS variables for 2004 are taken either directly or derived from the 2004 Enrollment and Institutional Characteristics components of the Integrated Postsecondary Education Data System (IPEDS), available from the 2004 IPEDS Data Analysis System (DAS), a software application developed by NCES to generate tables from the survey data. The few IPEDS variables for 1984 and 1994 (used only in the first section of the report) are compiled from the IPEDS website (at <http://nces.ed.gov/ipeds/AboutIPEDS.asp>). All NPSAS:04 variables (used only in the third section of the report) are taken from DAS for the 2003–04 National Postsecondary Student Aid Study (NPSAS:04). A general description of the DAS software and of the NPSAS:2004 and BPS:96/01 surveys can be found in appendix B.

The glossary index below is organized into two parts: IPEDS variables and NPSAS variables. In the index below, the variables in each part are listed in the approximate order they appear in the tables. The variables in the glossary appear in alphabetical order by variable name (displayed in the right-hand column), with NPSAS variables following all IPEDS variables.

GLOSSARY INDEX

IPEDS VARIABLES

VARIABLES DEFINING ANALYSIS UNIVERSE

Degree-granting institution..... DEGRANT
 Institution of higher education..... FICE
 Level of institution..... ICLEVEL
 Title IV institution..... PSET4FLG
 Institution located in the 50 states STABBR

INSTITUTIONAL CHARACTERISTICS

Minority-serving status.....MSISTAT
 Sector of institution SECTOR
 Carnegie classification code.....CARNEGIE
 Admissions selectivity.....SELECTV2
 Graduation rate.....GR_RATE
 OBE regions.....OBEREG
 Female dominance status.....PCTFOV57
 Percent Pell recipients.....PCTPELL

UNDERGRADUATE ENROLLMENT

Total.....EF_TOTAL
 White.....EF_W
 Black.....EF_B
 Hispanic.....EF_H
 Asian.....EF_AP
 American Indian.....EF_AA
 Nonresident alien.....EF_NA
 Percent minority enrollment.....PCT_MIN
 Percent Black enrollment.....PCT_B

Percent Hispanic enrollment..... PCT_H
 Percent Asian/Pacific Islander enrollment..... PCT_AP
 Percent American Indian enrollment.....PCT_AA

NPSAS VARIABLES

USED TO SELECT SAMPLE

Enrolled in the fall..... COMPT087
 Minority-serving status.....MSISTAT
 Citizenship.....CITIZEN2
 Study weight.....WTA00

TABLE VARIABLES

Race/ethnicity (with multiple race)..... RACE
 Institution type (level and control) SECTOR9
 Gender.....GENDER
 Age group as of 12/31/03.....AGEGROUP
 Dependency status.....DEPEND5B
 High school degree or equivalency status.....HSDEG
 Delayed enrollment.....DELAYENR
 Major field of study.....MAJORS12
 Attendance intensity (all schools).....ATTNPTRN
 Attendance status.....ATTNSTAT
 Work intensity while enrolled.....JOBENR2
 Primary role.....JOBROLE2
 Took remedial courses in 2003–04.....REMETOOK
 Parents' education.....PAREduc
 Highest level of education ever expected ..HIGHLVEX
 Income as percent of poverty level.....PCTPOV

IPEDS Variables

Carnegie classification code

CARNEGIE

Indicates the 2000 Carnegie classification code of the reporting institution. The 2000 Carnegie Classification includes all colleges and universities in the United States that are degree-granting and accredited by an agency recognized by the U.S. Secretary of Education. The 2000 edition classifies institutions based on their degree-granting activities from 1995–96 through 1997–98.

- I. *Doctoral/Research Universities—Extensive*: These institutions typically offer a wide range of baccalaureate programs, and they are committed to graduate education through the doctorate. They award 50 or more doctoral degrees per year across at least 15 disciplines.
- II. *Doctoral/Research Universities—Intensive*: These institutions typically offer a wide range of baccalaureate programs, and they are committed to graduate education through the doctorate. They award at least 10 doctoral degrees per year across three or more disciplines, or at least 20 doctoral degrees per year overall.
- III. *Master’s Colleges and Universities I*: These institutions typically offer a wide range of baccalaureate programs, and they are committed to graduate education through the master’s degree. They award 40 or more master’s degrees per year across three or more disciplines.
- IV. *Master’s (Comprehensive) Colleges and Universities II*: These institutions typically offer a wide range of baccalaureate programs, and they are committed to graduate education through the master’s degree. They award 20 or more master’s degrees per year.
- V. *Baccalaureate Colleges—Liberal Arts*: These institutions are primarily undergraduate colleges with major emphasis on baccalaureate programs. They award at least half of their baccalaureate degrees in liberal arts fields.
- VI. *Baccalaureate Colleges—General*: These institutions are primarily undergraduate colleges with major emphasis on baccalaureate programs. They award less than half of their baccalaureate degrees in liberal arts fields.
- VII. *Baccalaureate/Associate’s Colleges*: These institutions are undergraduate colleges where the majority of conferrals are at the subbaccalaureate level (associate’s degrees and certificates), but bachelor’s degrees account for at least 10 percent of undergraduate awards.
- VIII. *Associate’s Colleges*: These institutions offer associate’s degree and certificate programs but, with few exceptions, award no baccalaureate degrees.
- IX. *Specialized Institutions*: These institutions offer degrees ranging from bachelor’s degrees to doctorate degrees, and typically award a majority of degrees in a single field. Examples of specialized institutions include theological seminaries, medical schools, schools of engineering, law schools, and teachers’ colleges.
- X. *Tribal Colleges and Universities*: These are members of the American Indian Higher Education Consortium, for the most part, controlled by tribes and located on reservations.

For this analysis, the two doctoral categories are collapsed into a single “doctoral institutions” category, as are the two master’s categories into “master’s institutions,” and the three baccalaureate categories are lumped into a single category of “bachelor’s institutions.”

DAS Variable***Degree-granting institution*****DEGGRANT**

A code indicating the degree-granting status of the institution. Degree-granting institutions are those that offer an associate's, bachelor's, master's, doctorate, or first-professional degree. First-professional degrees are awarded in the following 10 fields: (1) Chiropractic (D.C. or D.C.M.); (2) Osteopathic Medicine (D.O.); (3) Dentistry (D.D.S. or D.M.D.); (4) Pharmacy (Pharm.D.); (5) Law (L.L.B., J.D.); (6) Podiatry (D.P.M., D.P., or Pod.D.); (7) Medicine (M.D.); (8) Theology (M.Div., M.H.L., B.D., or Ordination); (9) Optometry (O.D.); and (10) Veterinary Medicine (D.V.M.). In contrast, a non-degree-granting institution offers certificates or other formal awards. This variable has the following five categories, of which only the first is referred to as "degree-granting institutions" in this study.

- Degree-granting
- Non-degree-granting, primarily postsecondary
- Non-degree-granting, not primarily postsecondary
- Not an educational entity
- Not available

American Indian undergraduate enrollment**EF_AA**

Total count of undergraduates enrolled in fall 2004 who were American Indian/Alaska Native.

Asian undergraduate enrollment**EF_AP**

Total count of undergraduates enrolled in fall 2004 who were Asian/Pacific Islander.

Black undergraduate enrollment**EF_B**

Total count of undergraduates enrolled in fall 2004 who were Black.

Hispanic undergraduate enrollment**EF_H**

Total count of undergraduates enrolled in fall 2004 who were Hispanic.

Nonresident alien undergraduate enrollment**EF_NA**

Total count of undergraduates enrolled in fall 2004 who were nonresident alien.

Total undergraduate enrollment**EF_TOTAL**

Total count of undergraduates enrolled in fall 2004.

White undergraduate enrollment**EF_W**

Total count of undergraduates enrolled in fall 2004 who were White.

DAS Variable

Institution of higher education

FICE

An institution that is accredited by an agency or organization recognized by the U.S. Department of Education or recognized directly by the Secretary of Education, referred to as “institution of higher education” as a reference to institutions generally thought of as offering college and university education. This filter is used for fall 1984 and 1994 IPEDS data used in this study (note that only 2- and 4-year FICE institutions are covered in the present study.) Since 1997, the focus of IPEDS has been on institutions that have signed Title IV participation agreements with the U.S. Department of Education, making them eligible for federal student aid programs such as Pell Grants or Stafford Loans. See appendix B for more details on this change in the history of IPEDS data collection.

Graduation rate

GR_RATE

This is the proportion of a cohort of first-time, full-time, degree/certificate-seeking undergraduates who complete the degree program within 150 percent of normal time, which is six years for those enrolled in 4-year institutions and three years for those enrolled in 2-year institutions. Thus, the 6-year graduation rate in 2004 used in this report for 4-year institutions refers to the cohort who first enrolled in 1998, and the 3-year graduation rate for 2-year institutions refers to the cohort who first enrolled in 2001. Because total undergraduate enrollment varies considerably in size among individual institutions (e.g., ranging from 2 to 75,851 in fall 2004 for the analysis universe covered in this study), the graduate rates are enrollment-weighted in calculating the average graduates rates presented in table 6 of this study.

Level of institution

ICLEVEL

A classification of whether an institution’s programs are 4-year or higher (4-year institution), 2-year but less-than 4-year (2-year institution), or less-than-2-year. However, less-than-2-year institutions are not included in this study.

- 4-year
- 2-year
- Less-than-2-year

Minority-serving status

MSISTAT

Classifies institutions into seven mutually exclusive categories based on their minority-serving status. This variable is derived for 1984, 1994, and 2004 separately. All enrollment referred to below in the definitions are undergraduate enrollment based on the 1984, 1994, and 2004 IPEDS Fall Enrollment component, respectively.

Non-minority-serving	Institutions that do not meet any of the criteria explained below.
HBCU	Historically Black Colleges and Universities.
Black-serving non-HBCU	Institutions with Black students constituting at least 25 percent of the total undergraduate enrollment while students of all other individual minority groups each constitute less than 25 percent of the total undergraduate enrollment but that are <i>not</i> designated as HBCU or Tribal Colleges and Universities (TCU).

DAS Variable**Minority-serving status—continued****MSISTAT**

Hispanic-serving	Institutions with Hispanic students constituting at least 25 percent of the undergraduate enrollment while students of all other individual minority groups each constitute less than 25 percent of the total undergraduate enrollment but that are <i>not</i> HBCU or TCU. (Note: for 2004, this category also includes institutions that were Hispanic-serving in 2003 as designated by the Office for Civil Rights. The vast majority—97 percent—meets the 25 percent threshold for inclusion.)
Asian-serving	Institutions with Asians/Pacific Islanders constituting at least 25 percent of the total undergraduate enrollment while students of all other minority groups each constitute less than 25 percent of the total undergraduate enrollment, but that are <i>not</i> HBCU or TCU.
American Indian-serving	TCUs or institutions that have American Indians/Alaska Natives constituting at least 25 percent of their undergraduate enrollment while students of all other individual minority groups each constitute less than 25 percent of the total undergraduate enrollment, but that are <i>not</i> HBCU.
Other minority-serving	Institutions that are not HBCU or TCU but have students of at least two of the four individual minority groups each constituting at least 25 percent of the total undergraduate enrollment, or minority students as a whole constituting at least 50 percent of the total undergraduate enrollment.

OBE regions**OBBEREG**

The OBE (Office of Business Economics—changed to Bureau of Economic Analysis, BEA, since 2000) classification, which divides the 50 states and the District of Columbia into the following eight regions:

- (1) New England (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont)
- (2) Mid East (Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania);
- (3) Great Lakes (Illinois, Indiana, Michigan, Ohio, Wisconsin);
- (4) Plains (Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota);
- (5) Southeast (Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia);
- (6) Southwest (Arizona, New Mexico, Oklahoma, Texas);
- (7) Rocky Mountains (Colorado, Idaho, Montana, Utah, Wyoming); and
- (8) Far West (Alaska, California, Hawaii, Nevada, Oregon, Washington).

Note that IPEDS also collects data from the outlying areas (American Samoa, Federated States of Micronesia, Guam, Marshall Islands, Northern Marianas, Palau, Puerto Rico, and the U.S. Virgin Islands) that are excluded from the current study.

DAS Variable

Percent American Indian enrollment

PCT_AA

Percentage of total fall undergraduate enrollment that is American Indian/Alaska Native students. Note that IPEDS identifies nonresident alien students as a separate category regardless of their race/ethnicity; they are included in the total undergraduate enrollment for calculating PCT_AA.

Percent Asian/Pacific Islander enrollment

PCT_AP

Percentage of total fall undergraduate enrollment that is Asian/Pacific Islander students. Note that IPEDS identifies nonresident alien students as a separate category regardless of their race/ethnicity; they are included in the total undergraduate enrollment for calculating PCT_AP.

Percent Black enrollment

PCT_B

Percentage of total fall undergraduate enrollment that is Black students. Note that IPEDS identifies nonresident alien students as a separate category regardless of their race/ethnicity; they are included in the total undergraduate enrollment for calculating PCT_B.

Percent Hispanic enrollment

PCT_H

Percentage of total fall undergraduate enrollment that is Hispanic students. Note that IPEDS identifies nonresident alien students as a separate category regardless of their race/ethnicity; they are included in the total undergraduate enrollment for calculating PCT_H.

Percent minority enrollment

PCT_MIN

Percentage of total fall undergraduate enrollment that is minority students. Minority students include those who are Black, non-Hispanic; Hispanic; Asian/Pacific Islander; or American Indian/Alaska Native. Note that IPEDS identifies nonresident alien students as a separate category regardless of their race/ethnicity; they are included in the total undergraduate enrollment for calculating PCT_MIN. Students with race/ethnicity unknown are prorated at the institutional level among the five known categories of race/ethnicity (i.e., White, non-Hispanic and the four minority groups described above).

Female dominance status

PCTFOV57

Indicates if an institution has women constituting more than 57 percent of total undergraduate enrollment. The 57 percent threshold is based on the fact that women accounted for 57 percent of the total U.S. undergraduate enrollment in 2004.

Percent Pell recipients

PCTPELL

Indicates the percentage of undergraduates (reported as the 12-month unduplicated total undergraduate enrollment in fall 2003 IPEDS) who were Pell recipients (as reported in the Pell Recipients database for fiscal year 2004). See appendix B for details about how this proportion variable was derived in this study.

DAS Variable***Title IV institution*****PSET4FLG**

A derived indicator to easily select institutions who are (1) currently in the IPEDS universe, (2) open to the public, (3) participant in Title IV program, and (4) primarily a postsecondary institution. This variable has the following seven categories, of which only the first is referred to as Title IV institutions.

- Title IV postsecondary institution
- Non-Title IV postsecondary institution
- Title IV NOT primarily postsecondary institution
- Non-Title IV NOT primarily postsecondary institution
- Title IV postsecondary institution that is NOT open to the public
- Non-Title IV postsecondary institution that is NOT open to the public
- Institution is not active in current universe

Sector of institution**SECTOR**

An institution falls into one of nine possible sector categories resulting from dividing the universe according to control (public; private not-for-profit; and private for-profit) within each level (4-year, 2-year, and less-than 2-year) of institution. Since only 2- and 4-year institutions are covered in the present study, the total number of sectors reported is six, as shown below.

- Public 4-year
- Private not-for-profit 4-year
- Private for-profit 4-year
- Public 2-year
- Private not-for-profit 2-year
- Private for-profit 2-year

For most of the analysis tables, the two private for-profit sectors are combined into one single category while the private not-for-profit 2-year sector is not shown as a separate category altogether, because private not-for-profit 2-year institutions represented only less than 3 and less than 1 percent, respectively, of the total study institutions universe (table 4-A) and undergraduate enrollment (table 4-B) in 2004.

Admissions selectivity**SELECTV2**

Indicates the level of admissions selectivity of degree-granting Title IV institutions in the study universe (see appendix B for a detailed explanation of how the variable was derived). The variable was derived from a combination of variables from the Institutional Characteristics component. For non-open-admission institutions, an index was created from two variables: (1) the centile distribution of the percentage of students who were admitted to each institution (of those who applied); and (2) the centile distribution of the midpoint between the 25th and 75th percentile SAT/ACT combined scores reported by each institution.

- Very selective
- Moderately selective
- Minimally selective
- Open admission

DAS Variable

Institution located in the 50 states

STABBR

Indicates the state/outlying area in which the institution is located. Only those located in the 50 states were included. Puerto Rico and other outlying regions were excluded.

NPSAS VARIABLES

Age groups as of 12/31/03

AGEGROUP

- Under 24 years
- 24–29 years
- 30 years or older

Attendance intensity (all schools)

ATTNPTRN

Student’s attendance intensity at all institutions attended in the 2003–2004 academic year. For all months enrolled from July 2003 through June 2004, indicates whether the student was always enrolled full time or part time, or mixed full time and part time.

- Exclusively full-time or mixed full-time and part-time
- Exclusively part-time

Attendance status

ATTNSTAT

Combined attendance intensity and persistence at all institutions during 2003–04. Intensity refers to the student’s full- or part-time attendance while enrolled. Persistence refers to the number of months a student was enrolled during the year. Students were considered to have been enrolled for a full year if they were enrolled 9 or more months during 2003–04. Months did not have to be contiguous or at the same institution, and students did not have to be enrolled for a full month in order to be considered enrolled for that month.

- | | |
|---------------------|--|
| Full-time/full-year | Student was enrolled full time for at least 9 months during 2003–04. Additional months enrolled could be part time (during the summer, for example). |
| Full-time/part-year | Student was enrolled full time for less than 9 months during 2003–04 but attended full time in all of these months. |
| Part-time/full-year | Student was enrolled 9 or more months during 2003–04, but less than 9 months were full time. |
| Part-time/part-year | Student was enrolled less than 9 months during 2003–04, and all or some of these months were part time. |

Citizenship

CITIZEN2

- | | |
|----------------|---|
| U.S. citizen | Student was a U.S. citizen or U.S. national in 2003–04. |
| Resident alien | Student was a permanent or temporary U.S. resident eligible for federal financial aid in 2003–04. |

DAS Variable***Enrolled in the fall*****COMPT087**

Indicates whether student was enrolled in the fall and in what area (i.e., in or not in Puerto Rico). For this analysis, the variable was used as a filter for selecting students who were not enrolled in Puerto Rico.

Enrolled in fall, not in Puerto Rico
 Enrolled in fall, in Puerto Rico
 Not enrolled in fall, in Puerto Rico
 Not enrolled in fall, not in Puerto Rico

Delayed enrollment**DELAYENR**

The number of calendar years between high school graduation and first-year enrollment in postsecondary education. Immediate enrollment is defined as entry into postsecondary education during the same calendar year as high school graduation. The assumption is that high school graduation takes place in May or June, and postsecondary enrollment takes place in the fall.

Did not delay	Student entered postsecondary education during the same calendar year as high school graduation.
Delayed enrollment	Student entered postsecondary education one or more calendar years after high school graduation.

Dependency status**DEPEND5B**

Indicates students' dependency status and, if independent, marital status and whether or not the student had dependents.

Dependent	Student was dependent.
Independent, unmarried, no dependents	Student was single or separated and had no dependents (includes those who were widowed or divorced).
Independent, married, no dependents	Student was married and had no dependents (a spouse is not considered a dependent).
Independent, single parent	Student was single or separated and had dependents (includes those who were widowed or divorced).
Independent, married parents	Student was married and had dependents (a spouse is not considered a dependent).

Gender**GENDER**

Male
 Female

DAS Variable

Highest level of education ever expected

HIGHLVEX

The highest level of education that the student ever expects to complete.

- Less than bachelor's
- Bachelor's degree
- Master's (including post-bachelor's or post-master's certificate)
- Doctoral and first-professional degree

High school degree or equivalency status

HSDEG

Form in which high school degree or equivalent was received.

- | | |
|---------------------|---|
| High school diploma | Student graduated from high school. |
| GED or equivalent | Student did not graduate from high school but passed the General Educational Development (GED) exam or high school equivalent, administered by the American Council on Education. |
| Other | Student attended foreign high school; did not graduate from high school, earn a GED, or certificate of completion; or was home-schooled. |

Work intensity while enrolled

JOBENR2

Intensity of work (including work-study/assistantship/traineeship) while enrolled during the 2003–2004 academic year. Based on JOB HOUR2, average hours the student worked per week during the NPSAS year. Full-time is defined as 35 or more hours per week, and part-time is any amount less than 35 hours.

- No job
- Part-time
- Full-time

Primary role

JOBROLE2

Primary role of the student while enrolled at NPSAS institution. For students with jobs other than work study/assistantship/traineeship jobs, based on student response to the question, “While you were enrolled and working, would you say you were primarily a student working to meet expenses or an employee who decided to enroll in school?” Students who had work study, assistantship, or traineeship jobs and no other jobs were not asked this question in the student interview, but they were coded as students working to meet expenses in this variable. Those who did not work were categorized as “Did not work.”

- Student working to meet expenses
- Employee enrolled in school
- Did not work

DAS Variable**Major field of study****MAJORS12**

Undergraduate major field of study among those with declared majors. Refers to NPSAS institution for those enrolled in more than one institution.

Business management	Business, management, and marketing.
Education	Early childhood, elementary, secondary, special, or physical education; other education.
Engineering/sciences	Natural resources, forestry, biological and biomedical sciences, geography, multi/interdisciplinary studies, including biopsychology, environmental studies, parks, recreation, and fitness studies, physical sciences including chemistry, physics, mathematics, statistics, computer/information science, computer programming, electrical, chemical, mechanical, civil, or other engineering; engineering technology; electronics, health professions and related sciences, and residency programs.
Humanities/social/behavioral sciences	English, liberal arts, philosophy, theology, visual and performing arts, area studies, ethnic studies, foreign languages, gender studies, psychology, economics, international relations and affairs, political science, history, sociology, and other social sciences.
Other	Science technologies/technicians, mechanic and repair technologies, transportation and materials moving, construction trades, criminal justice, precision production, agriculture, agricultural science, architecture and related services, journalism, communications, communications technology, personal and culinary services, family and consumer/human sciences, legal professions and studies, library science, military technologies, security and criminal justice, public administration, and social services.

Minority-serving status**MSISTAT**

Classifies institutions into seven mutually exclusive categories as explained under the same heading in the IPEDS variables section. The only difference is that the undergraduate enrollment used in creating the version here for NPSAS:04 refers to the 2003 IPEDS Fall Enrollment component data, on the grounds that institutions' characteristics during academic year 2003–04 (the NPSAS:04 survey year) is better reflected by the Fall 2003 IPEDS data than by the Fall 2004 IPEDS data.

Parents' education**PAREduc**

The highest level of education completed by the student's mother or father, whoever had the highest level. The variable was aggregated into the following categories in this report:

High school diploma or less	Student's parents earned a high school diploma or equivalent or did not complete high school.
-----------------------------	---

DAS Variable

Parents' education—continued

PAREduc

Some postsecondary education	Student's parents attended some postsecondary education, but did not earn a bachelor's degree.
Bachelor's degree or higher	Student's parents attained a bachelor's or advanced degree.

Income as percent of poverty level

PCTPOV

Indicates total 2002 income as a percentage of the federal poverty level thresholds for 2002. The 2002 calendar year income was used to determine federal financial aid eligibility for the 2003–04 academic year. Poverty level is based on family size, total income, and dependency. A value of 100 or less means that the student's family is at or below the federal poverty level threshold for that family size. Maximum set at 1,000 (10 times poverty threshold).

Low income	Income at 150th percentile or lower
Not low income	Income above 150th percentile

Race/ethnicity (with multiple race)

RACE

Student's race/ethnicity with Hispanic/Latino origin as a separate category as reported by the student. Based on the Census race categories, the categories exclude Hispanic origin unless specified. This includes students who reported more than one race.

White	A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
Black	A person having origins in any of the black racial groups of Africa.
Hispanic	A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
Asian/Native Hawaiian/Pacific Islander	A person having origins in any of the peoples of the Far East, Southeast Asia, or the Indian subcontinent. This includes people from China, Japan, Korea, the Philippine Islands, India, and Vietnam (including Pacific Islands, Hawaii, and Samoa).
American Indian/Alaska Native	A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.
Other	A person having origins in a race not listed above (including more than one race).

DAS Variable***Took remedial courses in 2003–04*****REMETOOK**

Students who were in their freshman or sophomore year were asked, “During 2003–04, did you take remedial or development courses?” A related question was also asked of those reporting taking remedial classes: “Was this to improve your skills in reading (REMEDIC), writing (REMEDIE), mathematics (REMEDIB), study skills (REMEDID), or English language skills (REMEDIA)?” Asked on student computer-assisted telephone interviewing (CATI) (Yes/No).

Institution type (level and control)**SECTOR9**

NPSAS institution type by level and control. Institution level indicates the institution’s highest offering (length of program and type of certificate, degree, or award), and control indicates the source of revenue and control of operations. Doctorate-granting institutions award a doctoral or first-professional degree in one or more programs; 4-year non-doctorate-granting institutions award at least a bachelor’s degree; 2-year institutions award at least an associate’s degree; less-than-2-year institutions award certificates or other credentials in vocational programs. It should be noted that some large community colleges in Florida have begun offering bachelor’s degrees in a few programs and have been reclassified as 4-year institutions in IPEDS.

Study weight**WTA00**

Study weight to be used for all analyses. See section 6.2 of the NPSAS:04 Methodology Report (Cominole et al. 2006).

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Appendix B—Technical Notes and Methodology

Integrated Postsecondary Education Data System

The Integrated Postsecondary Education Data System (IPEDS) is a comprehensive census survey of institutions whose primary purpose is to provide postsecondary education. Postsecondary education is defined for IPEDS as the provision of formal instructional programs whose curricula are designed primarily for students who have completed the requirements for a high school diploma or its equivalent. This includes academic, vocational, and continuing professional education programs, but excludes institutions that offer only avocational (leisure) and adult basic education programs. The IPEDS survey was established in 1986 as the core postsecondary education data collection program for the National Center of Education Statistics (NCES), U.S. Department of Education, replacing the Higher Education General Information Survey (HEGIS) that began in 1966. IPEDS collects data from postsecondary institutions in the United States (50 states and the District of Columbia) and outlying areas (e.g., Puerto Rico). However, all outlying areas are excluded from all analyses presented in this study.

The definition of institutions generally thought of as offering college and university education has changed over the data collection history of IPEDS. Before 1997, the IPEDS universe included all institutions that were accredited by an agency or organization recognized by the Secretary of Education or the U.S. Department of Education, referred to as “institutions of higher education” in the *Digest of Education Statistics* series (e.g., U.S. Department of Education 2006, table 186). Since 1997, the IPEDS universe has included all institutions that have signed Title IV participation agreements with the U.S. Department of Education, making them eligible for federal student aid programs such as Pell Grants or Stafford Loans. Title IV schools include traditional colleges and universities, 2-year institutions, and for-profit degree- and non-degree-granting institutions (such as schools of cosmetology), among others. About 6,700 institutions are designated as Title IV participants; they are divided into two subgroups: those that are degree-granting and those that are non-degree-granting.

The IPEDS analyses reported in this study for 1984 and 1994 are limited to 2- and 4-year “institutions of higher education,” whereas those for 2004 are limited to degree-granting Title IV institutions. However, because the impact of the definition change from “higher education institutions” to degree-granting Title IV institutions on time-series data is limited at the national

level (for more details, see U.S. Department of Education 2006, appendix A), and for ease of presentation, the term “degree-granting Title IV institutions” is used throughout this report

Most of the IPEDS data used in this report are from the 2004 Enrollment (EF) component, one of the nine components of IPEDS. For each IPEDS institution, the EF component collects the number of students enrolled in the fall by enrollment status (full-time vs. part-time), level of study (undergraduate, graduate, and first professional), gender, and race/ethnicity. Age distributions by level of enrollment and gender are collected in odd-numbered years, and first-time degree-seeking student enrollments by residence status are collected in even-numbered years. This component also includes the 12-month unduplicated enrollment.

In addition to the EF component, data for this analysis were also obtained from three other IPEDS components: (1) Institutional Characteristics (IC) for all 3 years under review in the first section of the current study; and (2) Graduation Rates (GRS) and Student Financial Aid (SFA) for year 2004 (that is the focus year in the second and third sections of the study). The general contents of these additional components are briefly described below.

- *Institutional Characteristics (IC)* includes the institution names and addresses; congressional districts; counties; telephone numbers; tuition, books and supplies, room and board, and other expenses; control or affiliation; calendar systems; levels of degrees and awards offered; and types of programs for all postsecondary education institutions in the United States and outlying territories.
- *Graduation Rates (GRS)* reports the number of students entering the institution as full-time, first-time, degree/certificate-seeking students in a particular year (cohort) and the number of this cohort completing within 150 percent of normal time to program completion (i.e., 6 years for 4-year institutions and 3 years for 2-year institutions), by race/ethnicity and gender.
- *Student Financial Aid (SFA)* includes the number and percentage of all students who are full-time, first-time, degree/certificate-seeking undergraduates, the percentage of full-time, first-time degree/certificate-seeking undergraduates receiving federal grants, state grants, institutional grants, and loan aid, and the average amounts of each type of aid received.

More detailed information about IPEDS is available at the National Center for Education Statistics website (<http://nces.ed.gov/ipeds/>), including variable descriptions and data collection screens.

The response rate for all 2004 IPEDS components was over 99.0 percent. Nonetheless, all IPEDS data are subject to imputation for non-response—both total (institutional) nonresponse and partial (item) nonresponse. For specific imputation methods, please see Knapp et al. (2006).

Analysis Universe and Key Variables

This study is limited to 2- and 4-year degree-granting Title IV institutions that were located in the 50 states and the District of Columbia. For the first two sections of the study—both using IPEDS data from census surveys of all institutions—the number of degree-granting institutions with reported undergraduate enrollment totals 3,060 in 1984, 3,299 in 1994, and 3,935 in 2004. The larger size of the institutions universe for 2004 covered in this study relative to that for both 1984 and 1994 (while the change between 1984 and 1994 is rather inconspicuous) probably reflects the fact that there was a net increase of 885 institutions in the U.S. higher education sector between 1984 and 2004, with two-thirds (66 percent) of this net growth occurring between 1994 and 2004 (U.S. Department of Education 2006, table 243). Further, over three-quarters (78 percent) of the net growth in the total number of U.S. higher education institutions were private¹ institutions. Indeed, as detailed in table B-1, of the total 875 more institutions covered in this study for 2004 than for 1984, the majority (673) were private institutions, with public institutions accounting for less than one-quarter (23 percent) of the total difference in the size of the institutions universe included in this study.

Data for 1984 and 1994 are used only in the first section of this report, which serves as an introduction to the two major research questions addressed in the two following sections. Spanning over two decades between 1984 and 2004, the first section presents an overview of how increased minority enrollment has changed the demographics of the U.S. undergraduate population over time, as well as the significance of minority-serving institutions in enrolling minority students. As context information—as opposed to a serious trend analysis—the overview is more complete because it covers the entire universe of institutions reporting undergraduate enrollment at the respective times, rather than being strictly limited to a subset of institutions surveyed at all of the three times. Therefore, a discrepancy in the institution universe among the different time points is not relevant in either the first or second sections.

As explained in the introduction, an institution’s minority-serving status in this study is determined using two set of criteria: those identified by lay and those based on percentage of minority student enrollment. The first criteria refer to Historically Black Colleges and Universities (HBCUs) and Tribal Colleges and Universities (TCUs) while the second definition

¹ “Private” refers to only private not-for-profit institutions for IPEDS years prior to 1987 but refers to both private not-for-profit and private for-profit institutions since 1987.

Table B-1. Number of degree-granting Title IV institutions included in the first two sections of the study and net increase in number of institutions, by control and level of institution: Fall 1984, 1994, and 2004

Level of institution	Total	Public	Private		
			Total	Not-for-profit	For-profit ¹
Number of institutions: 1984 ²	3,060	1,475	1,585	1,585	—
4-year	1,785	551	1,234	1,234	—
2-year	1,275	924	351	351	—
Number of institutions: 1994 ²	3,299	1,578	1,721	1,428	293
4-year	1,916	582	1,334	1,254	80
2-year	1,383	996	387	174	213
Number of institutions: 2004 ³	3,935	1,677	2,258	1,415	843
4-year	2,268	619	1,649	1,304	345
2-year	1,667	1,058	609	111	498
Net increase between 1984 and 2004	875	202	673	-170	843
4-year	483	68	415	70	345
2-year	392	134	258	-240	498
Net increase between 1994 and 2004	636	99	537	-13	550
4-year	352	37	315	50	265
2-year	284	62	222	-63	285

— Not available.

¹ Private for-profit institutions did not participate in the Integrated Postsecondary Education Data System (IPEDS) in 1984.

² Data are for 2- and 4-year institutions that were accredited by an agency or organization that was recognized by the U.S. Department of Education or recognized directly by the Secretary of Education.

³ Data are for 2- and 4-year institutions that were participating in Title IV federal financial aid programs.

NOTE: Data are limited to degree-granting institutions of higher education that are located in the 50 states and the District of Columbia and had reported undergraduate enrollment in the survey year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 1984, 1994, and 2004.

criteria were used for all degree-granting Title IV institutions that are not HBCUs or TCUs. The second set of minority-serving status definition criteria is based on percentage of minority student enrollment; it applies to all institutions that are neither HBCUs nor TCUs. To avoid the definition inconsistency sometimes seen in the literature on MSIs,² this study refers to undergraduate enrollment³ in defining the various categories of MSIs. Thus, the minority-serving

² For example, OCR's definition for Hispanic-serving institutions refers to FTE (full-time-equivalent) undergraduate enrollment, while its definition for MSIs refers to total headcounts—i.e., without converting part-time enrollment to its full-time-equivalent—of both undergraduate and graduate enrollment.

³ IPEDS data treat all nonresident alien students as a single group and do not identify them by race/ethnicity, and therefore nonresident alien students are excluded from all of the minority enrollment counts. However, to be consistent with the *Digest of Education Statistics* (e.g., U.S. Department of Education 2005, table 206), nonresident aliens are included in the total

status classification for 1984 refers to fall 1984 undergraduate enrollment, that for 1994 refers to fall 1994 undergraduate enrollment, and that for 2004 refers to fall 2004 undergraduate enrollment. For the most part, institutions that enroll at least 25 percent of a specific minority group are designated as “minority-serving” for that group. As enrollment patterns change over time, and as the population of minority students grows overall, the number of minority-serving institutions that are identified through enrollment-based criteria changes as well. Table B-2 presents the distribution of all degree-granting Title IV institutions in 2004 used in this study, showing how the minority-serving status of institutions that are non-HBCUs/TCUs changed from over time.

Admissions Selectivity

In this study, institutions are divided into four groups (“very selective,” “moderately selective,” “minimally selective,” and “open admission”) based on a methodology developed primarily by Cunningham (2005). All institutions that are either 2-year or private for-profit are defined as “open admission.”⁴ Among 4-year institutions that are public or private not-for-profit, several variables from the IPEDS IC component survey (including percentage of applicants who are admitted, median admission SAT/ACT scores, and admission policy) are used to determine admissions selectivity as described below.

Institutions with open admission policies (OPENADMP=1) are defined as “open admission”; those that are non-open-admission institutions are classified further as follows. For institutions that have both percent denied admission (among applicants)—which is the complement of percent admitted—and median admission test score data available, a composite percentile variable is created by giving equal weight to the percentile standing of these two measures. Institutions then were divided into categories based on their values for this composite percentile variable: “very selective” (0–34), “moderately selective” (35–74), and “minimally selective” (75–100). Institutions that have only percent admitted data available (i.e., lacking SAT/ACT test score data) were assigned to the various selectivity categories based on the combination of the percent denied and if test scores were required. Those that did not require test scores (ADMCON7 not =1) were assigned to the “minimally selective” category while the rest were assigned according to their percentile standing for the percent admitted (among all non-open-admission institutions), with the bottom 25 percent as “very selective” (57 percent or lower

undergraduate enrollment count used in the denominator for calculating the percentage of minority enrollment and, therefore, are also included for defining the various subgroups of MSIs.

⁴ Although it is true that not all private for-profit institutions have an open admissions policy, most do or have no requirement for test scores. Even among the few private for-profit institutions that do not have an open admissions policy and that require test scores instead (a total of 90 in this study), more than half (59 out of the total 90) end up admitting 75 percent or more of their applicants).

admitted), the middle 50 percent as “moderately selective” (58–87 percent admitted), and the top 25 percent as “minimally selective” (88 percent or higher admitted).

Of the total 1,923 institutions used as the analysis universe for table 6 (i.e., those that are neither public 2-year nor private for-profit), 101 (5 percent) were missing data for admissions selectivity and thus were excluded from table 6. Therefore, the number of institutions included in table 6 totals 1,822.

Low-Income Student Enrollment

Although IPEDS does not report the actual size of the low-income undergraduate population enrolled in postsecondary institutions, information collected in the Pell Grant recipients’ database can be used in combination with IPEDS data to derive the proportion of undergraduates receiving Pell Grants (as explained below), an approximate measure of the size of the low-income student population. This should be—and indeed has been shown to be (Heller 2003)—a plausible measure, because the federal Pell Grant program is the largest single source of grant aid to undergraduates, and Pell Grants are based on need and targeted to the lowest-income students. For ease of presentation, the proportion of students receiving Pell Grants is referred to as the proportion of students who are low income. Public 2-year institutions are excluded from this part of the analysis, because there is evidence that many of their dependent low-income students choose not to apply for any financial aid (Adelman 2005, appendix E). The exclusion of community colleges resulted in a total of 2,877 degree-granting Title IV institutions used in this part of the analysis.

The numerator of the proportion of students who are low income is the total number of Pell grantees for a given institution provided by the Pell Recipients database for fiscal year 2004 (October 2003–September 2004), while the denominator is the unduplicated total number of students enrolled over a 12-month period (July 1, 2003–June 30, 2004 or September 1, 2003–August 31, 2004) for that institution. For institutions with branch campuses whose total number of Pell recipients was not provided separately for individual campuses (accounting for about 21 percent of the total 3,935 degree-granting Title IV institutions used in this study), the proportion of first-time, full-time, degree/certificate-seeking undergraduates receiving federal grants (primarily in the form of Pell Grants) as reported in the Student Financial Aid (SFA) component of the IPEDS for academic year 2003–04 was substituted. It should be cautioned that the SFA

Table B-2. Distribution of degree-granting Title IV institutions, by changes in minority-serving status since 1984 and 1994, minority-serving status definition criteria used in the study, reporting year, and minority-serving status: Fall 2004

Minority-serving status definition criteria, reporting year, and minority-serving status	Total	Minority-serving status unchanged	Minority-serving status lost				Minority-serving status gained			
			Total	In 1994 only	In 2004 only	Both in 1,994 and 2004	Total	In 1994 only	In 2004 only	Both in 1994 and 2004
Total	3,935	†	27	12	2	13	354	11	219	124
<i>Institutions whose minority-serving status is defined by law</i>										
HBCUs ¹	94	94	0	0	0	0	†	†	†	†
TCUs ²	32	32	0	0	0	0	†	†	†	†
<i>Institutions whose minority-serving status is based on minority student enrollment</i>										
Reported in 1984, 1994, and 2004										
Minority-serving in 1984	226	198	27	12	2	13	†	†	†	†
Non-minority-serving in 1984	2,334	1,977	†	†	†	†	354	11	219	124
Reported in 1984 and 2004										
Minority-serving in 1984	1	1	0	0	0	0	†	†	†	†
Non-minority-serving in 1984	5	5	†	†	†	†	0	0	0	0
Reported in 1994 and 2004										
Minority-serving in 1994	223	210	10	0	10	0	†	†	†	†
Non-minority-serving in 1994	576	437	†	†	†	†	139	0	139	0
Reported in 2004										
Minority-serving in 2004	222	†	†	†	†	†	†	†	†	†
Non-minority-serving in 2004	222	†	†	†	†	†	†	†	†	†

† Not applicable.

¹ Historically Black Colleges and Universities.

² Tribal Colleges and Universities.

NOTE: Data are limited to degree-granting institutions of higher education that are located in the 50 states and the District of Columbia and had reported undergraduate enrollment in the survey years.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 1984, 1994, and 2004.

substitution could possibly overestimate the proportion of students receiving Pell Grants in these institutions, because the SFA calculation refers only to full-time freshman students while the Pell Recipients calculation refers to all undergraduate students (including those enrolled part time and in years above freshman year). Full-time students have a higher proportion receiving federal grants than do their part-year counterparts (Berkner and Wei 2006). Among the total 2,877 institutions covered in this part of the analysis, very few (about 2 percent) had missing data on this proportion variable.

The 2004 National Postsecondary Student Aid Study (NPSAS:04)

The National Postsecondary Student Aid Study (NPSAS) is the only nationally representative sample survey on student financial aid that involves students at all levels—i.e., undergraduate, graduate, and first-professional students, both aided and non-aided. NPSAS has been implemented by NCES every 3–4 years since 1987, with NPSAS:04 being the most recent survey, done during the 2003–04 academic year. In addition to collecting financial aid information, NPSAS also provides rich data for comprehensive descriptions of students’ demographic characteristics, academic programs, types of institutions attended, attendance patterns, and employment activities.

The NPSAS:04 target population consists of all eligible students enrolled at any time between July 1, 2003 and June 30, 2004 in postsecondary institutions in the United States or Puerto Rico that had signed Title IV participation agreements with the U.S. Department of Education. In NPSAS:04, a two-stage sampling design was used: the first stage involved selecting eligible institutions, and the second stage involved selecting eligible respondents within each eligible institution. The institutional sampling frame for NPSAS:04 was constructed from the 2000–01 Integrated Postsecondary Education Data System (IPEDS) Institutional Characteristics (IC) file. The institutions in the sampling frame were partitioned into 58 institutional strata based on institutional control, highest level of offering, and Carnegie classification. Institutions were selected using Chromy’s sequential probability minimum replacement (pmr) sampling algorithm (Chromy 1979), which is similar to systematic sampling, to select institutions with probabilities proportional to a composite measure of size based on expected enrollment. A total of 1,630 institutions were selected and eligible for NPSAS:04.

Sampling frames for selecting students consisted of enrollment lists or data files provided by the institutions for those students enrolled during the NPSAS year. Student lists were divided into eight strata and were sampled, using equal probability stratified systematic sampling. For each student stratum, the enrollment list was sampled at a rate designed to provide approximately equal student-level probabilities. The sampling procedures resulted in the selection of 101,000

eligible students. Upon the completion of data collection, about 80,000 undergraduates from roughly 1,300 postsecondary institutions were included in NPSAS:04, representing about 19 million undergraduates who were enrolled at some time between July 1, 2003 and June 30, 2004. Although NPSAS:04 itself is not limited to degree-granting institutions and covers Puerto Rico in addition to the 50 U.S. states and the District of Columbia, the analysis sample used in the third section of this study is degree-granting Title IV institutions in the 50 states and the District of Columbia to make the analysis coverage consistent among all sections of the study. This subsample of NPSAS:04 consists of about 20,000 minority undergraduates who attended about 1,000 degree-granting Title IV institutions in the 50 states and the District of Columbia. Interested readers are referred the *NPSAS:04 Methodology Report* (Cominole et al. 2006) for more information about the survey.

Several sources provided data for NPSAS:04, including student records (data from institutional financial aid and registrar records at the institutions currently attended); student interviews (data collected directly from sampled students via web-based self-administered or interviewer-administered questionnaires); the Central Processing System (CPS) (U.S. Department of Education database of federal financial aid applications for the 2003–04 academic year); National Student Loan Data System (NSLDS) (U.S. Department of Education database of federal Title IV loans and federal Pell Grants); and IPEDS (U.S. Department of Education, NCES database of descriptive information about individual postsecondary institutions).

The weighted institutional response rate was 80 percent, and the weighted student response rate was 91 percent, resulting in an overall response rate of 72 percent.

Analysis Universe

A subset of the NPSAS:04 undergraduate sample is the analysis universe used in the last section of the current report. The subset consisted of about 9,800 Blacks, 7,000 Hispanics, and 3,200 Asians, who were U.S. citizens or permanent residents enrolled in about 1,000 degree-granting Title IV institutions located in the 50 states and the District of Columbia.

Weighting

All estimates in this report are weighted to represent the target population described in the sample design section. The weights compensate for the unequal probability of selection of institutions and students in the NPSAS sample. The weights also adjust for multiplicity at the

institution and student levels,⁵ unknown student eligibility, non-response, and post-stratification. The institution weight is computed and then used as a component of the student weight. The analysis weight variable used is WTA00.

Standard Errors

To facilitate computation of standard errors, a vector of bootstrap sample weights has been added to the analysis file of NPSAS:04. These weights are zero for units not selected in a particular bootstrap sample; weights for other units are inflated for the bootstrap sub-sampling. The initial analytic weights for the complete sample are also included for the purposes of computing the desired estimates. The vector of replicate weights allows for computing additional estimates for the sole purpose of estimating a variance. Assuming B sets of replicate weights, the variance of any estimate, $\hat{\theta}$, can be estimated by replicating the estimation procedure for each replicate and computing a simple variance of the replicate estimates, i.e.,

$$Var(\hat{\theta}) = \frac{\sum_{b=1}^B (\hat{\theta}_b^* - \hat{\theta})^2}{B}$$

where $\hat{\theta}_b^*$ is the estimate based on the b -th replicate weight (where $b=1$ to the number of replicates) and B is the total number of sets of replicate weights. Once the replicate weights are provided, this estimate can be produced by many survey software packages (e.g., SUDAAN [RTI 2004], and STATA).

The replicate weights were produced using a methodology and computer software developed by Kaufman (2004). This methodology allows for finite population correction factors at two stages of sampling. The NPSAS application of the method incorporated the finite population correction factor at the first stage only where sampling fractions were generally high. At the second stage, where the sampling fraction was generally low, the finite population correction factor was set to 1.00.

⁵ It was determined after institution sample selection that in some cases, either (1) an institution had merged with another institution, or (2) student enrollment lists for two or more campuses were submitted as one combined student list. In these instances, the institution weights were adjusted for the joint probability of selection. Likewise, students who attended more than one institution during the NPSAS year also had multiple chances of selection. If it was determined from any source (the student interview or the student Pell or Stafford loan files) that a student had attended more than one institution, the student's weight was adjusted to account for multiple chances of selection.

Accuracy of Estimates

All data reported in the first two sections of this study are derived from IPEDS, a census data system of all institutions. In using a census of an entire population, there is no sampling error, but there is still the possibility of non-sampling errors. Nonsampling errors can be attributed to a number of sources: inability to obtain complete information about all institutions (i.e., some institutions refused to participate, or participated but answered only certain items); ambiguous definitions; differences in interpreting questions; inability or unwillingness to give correct information; mistakes in recording or coding data; and other errors of collecting, processing, and imputing missing data. To compensate for nonresponse, adjustments are often made, referred to as imputations. Imputations are usually made separately within various groups of institutions with similar characteristics. If a particular institution responded in previous and later years, those values may also be used to substitute for a missing response.⁶

Statistics presented in the last section of this report are estimates based on NPSAS:04, a sampling database, and therefore are subject to sampling errors in addition to nonsampling errors as described above. Sampling errors occur because observations are based only on samples of students, not entire populations.

Bias Analysis

For both census and sample surveys, nonresponse among targeted survey members could cause bias in survey estimates when the outcomes of respondents and nonrespondents are shown to be different. To ensure reporting accuracy, NCES requires a nonresponse bias analysis at any stage of a data collection with a response rate less than 85 percent.

For IPEDS data, institutions are obligated to report the information used in this study. The response rate for all spring survey components was over 99.0 percent (Knapp et al. 2006); thus no significant bias results from IPEDS nonresponse for the items used in this study.

For NPSAS:04 data, the weighted response rate of 80 percent for institutions led to a requirement for a nonresponse bias analysis at the institutional level, which found that the nonresponse bias was significant at the 5 percent level for about 6 percent of the variables. Institution weighting adjustment was performed that eliminated some, but not all, of those significant biases. Interested readers are to consult the NPSAS:04 Methodology Report (Cominole et al. 2006) for detailed information regarding the bias analysis. In contrast, the weighted response rate of 91.0 percent for students exceeded the 85 percent threshold for bias

⁶ See Knapp et al. (2006) for illustrations of imputation methodologies.

analysis. Therefore, for all NPSAS:04 variables used in this study, there also is no need for bias analyses.

Data Analysis System

The estimates presented in this report were produced using the NCES Data Analysis Systems (DAS) for IPEDS and NPSAS. The DAS software makes it possible for users to specify and generate their own tables. With the DAS, users can replicate or expand upon the tables presented in this report; the table parameter files (tpf) that produced these tables are available to users on the NCES website. In addition to the table estimates, for estimates based on samples (in this case, for NPSAS), the DAS calculates proper standard errors⁷ and weighted sample sizes for these estimates. For example, table B-3 contains standard errors that correspond to table 14-A. If the number of valid cases is too small to produce a reliable estimate (less than 30 cases), the DAS prints the message “low-N” instead of the estimate. All standard errors for estimates presented in this report can be viewed at <http://nces.ed.gov/das/library/reports.asp>.

Because IPEDS is a census of postsecondary institutions, the IPEDS DAS functions in a different way from a DAS based on a survey sample. The IPEDS DAS produces the same types of tables and values, such as percentages, averages, percentiles, etc., but it does not calculate standard errors or weighted estimates. A component unique to the IPEDS DAS is the sum function, which allows users to sum all cases within specific categories (such as the institutional comparison groups). That is how the enrollment weighted average graduation rates were produced for this report. Tables were generated with sums of students across cohorts within a given category (such as 4-year Hispanic-serving institutions), and corresponding sums of students in the same category who graduated. Graduation rates were then calculated in a spreadsheet using the sum of all students in the cohort within a cell as the denominator and the corresponding sum who graduated as the numerator. For example, the graduation rate for this group of institutions was based on the total number of students in these institutions and the total number of those who graduated from these institutions. This effectively produces weighted averages, giving institutions with larger enrollments more weight than those with smaller enrollments.

⁷ The NPSAS samples are not simple random samples. Therefore, simple random sample techniques for estimating sampling error cannot be applied to these data. The DAS takes into account the complexity of the sampling procedures and calculates standard errors appropriate for such samples. The method for computing sampling errors used by the DAS involves approximating the estimator by balanced repeated replication of the sampled population. The procedure is typically referred to as the “balanced repeated replication technique.”

Table B-3. Standard errors for table 14-A: Among Black undergraduates enrolled in public 4-year degree-granting Title IV institutions, percentage distribution of student demographic and enrollment characteristics, by minority-serving status of institution: 2003–04

Demographic and enrollment characteristics	Total	Non-minority-serving	HBCU	Black-serving, non-HBCU
Total	†	†	†	†
Gender				
Male	1.24	1.63	2.50	2.22
Female	1.24	1.63	2.50	2.22
Age as of 12/31/03				
23 or younger	2.15	2.30	7.26	3.83
24–29	1.09	1.34	2.23	2.41
30 or older	1.57	2.14	5.34	3.76
Dependency and family status				
Dependent	2.15	2.30	8.24	4.10
Independent	2.15	2.30	8.24	4.10
No dependents, unmarried	1.27	1.13	3.75	2.71
Married, no dependents	0.54	0.77	0.92	1.17
Single parent	1.64	1.66	5.97	2.03
Married parents	0.78	0.86	1.41	1.45
High school degree type				
Diploma	0.70	0.69	1.81	2.07
GED or other equivalence	0.48	0.58	1.40	1.62
Other	0.40	0.50	0.56	1.17
Enrollment into postsecondary education				
Did not delay	1.37	1.61	5.15	3.39
Delayed 1 or more years	1.37	1.61	5.15	3.39
Undergraduate major				
Business/management	0.98	1.38	1.67	2.43
Education	1.32	1.04	4.17	2.51
Engineering/sciences	0.98	1.55	2.74	3.07
Humanities/social/behavioral sciences	1.39	1.56	3.76	2.88
Other	1.10	1.58	2.34	2.14
Undeclared/not in degree programs	0.89	1.04	1.57	2.41
Attendance intensity and duration				
Full-time and full-year	2.52	2.24	8.29	3.42
Part-time or part-year	2.52	2.24	8.29	3.42
Attendance intensity				
Exclusively full-time or mixed full/part-time	1.78	1.47	6.35	3.26
Exclusively part-time	1.78	1.47	6.35	3.26
Work intensity while enrolled				
Did not work	1.33	1.63	2.58	3.04
Worked part-time	1.51	2.02	3.40	3.41
Worked full-time	1.43	2.01	4.29	3.33

See notes at end of table.

Table B-3. Standard errors for table 14-A: Among Black undergraduates enrolled in public 4-year degree-granting Title IV institutions, percentage distribution of student demographic and enrollment characteristics, by minority-serving status of institution: 2003–04—Continued

Demographic and enrollment characteristics	Total	Non-minority-serving	HBCU	Black-serving, non-HBCU
Primary role as student or employee				
Student working to meet expenses	1.73	2.36	5.80	3.19
Employee enrolled in school	1.73	2.36	5.80	3.19
Took remedial courses in 2003–04				
No	1.44	1.71	3.25	4.07
Yes	1.44	1.71	3.25	4.07
Parent’s educational attainment				
High school or less	1.67	1.77	6.47	3.32
Some college	1.27	1.62	4.02	3.86
Bachelor’s or higher degree	1.26	1.91	3.58	4.27
Highest level of education ever expected				
Less than bachelor’s degree	0.27	0.33	0.86	1.44
Bachelor’s degree	1.21	1.45	2.55	2.99
Advanced degree	1.21	1.49	2.57	3.73
Low-income status				
Low-income	2.62	1.35	10.06	2.94
Not low-income	2.62	1.35	10.06	2.94

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

The DAS can be accessed electronically at <http://nces.ed.gov/das>. For more information about data or the Data Analysis Systems, contact:

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Statistical Procedures

Differences Between Means

The descriptive comparisons from the NPSAS:04 sample were tested in this report using Student's t statistic. Differences between estimates are tested against the probability of a Type I error,⁸ or significance level. The significance levels were determined by calculating the Student's t values for the differences between each pair of means or proportions and comparing these with published tables of significance levels for two-tailed hypothesis testing.

Student's t values may be computed to test the difference between estimates with the following formula:

$$t = \frac{E_1 - E_2}{\sqrt{se_1^2 + se_2^2}} \quad (1)$$

where E_1 and E_2 are the estimates to be compared and se_1 and se_2 are their corresponding standard errors. This formula is valid only for independent estimates. When estimates are not independent, a covariance term must be added to the formula:

$$t = \frac{E_1 - E_2}{\sqrt{se_1^2 + se_2^2 - 2(r)se_1 se_2}} \quad (2)$$

where r is the correlation between the two estimates.⁹ This formula is used when comparing two percentages from a distribution that adds to 100. If the comparison is between the mean of a subgroup and the mean of the total group, the following formula is used:

$$t = \frac{E_{\text{sub}} - E_{\text{tot}}}{\sqrt{se_{\text{sub}}^2 + se_{\text{tot}}^2 - 2p se_{\text{sub}}^2}} \quad (3)$$

where p is the proportion of the total group contained in the subgroup.¹⁰ The estimates, standard errors, and correlations can all be obtained from the DAS.

There are hazards in reporting statistical tests for each comparison. First, comparisons based on large t statistics may appear to merit special attention. This can be misleading since the

⁸ A Type I error occurs when one concludes that a difference observed in a sample reflects a true difference in the population from which the sample was drawn, when no such difference is present.

⁹ U.S. Department of Education, National Center for Education Statistics, *A Note from the Chief Statistician*, no. 2, 1993.

¹⁰ *Ibid.*

magnitude of the t statistic is related not only to the observed differences in means or percentages, but also to the number of respondents in the specific categories used for comparison. Hence, a small difference compared across a large number of respondents would produce a large t statistic.

A second hazard in reporting statistical tests is the possibility that one can report a “false positive” or Type I error. In the case of a t statistic, this false positive would result when a difference measured with a particular sample showed a statistically significant difference when there is no difference in the underlying population. Statistical tests are designed to control this type of error, denoted by alpha. The alpha level of .05 selected for findings in this report indicates that a difference of a certain magnitude or larger would be produced no more than 1 time out of 20 when there was no actual difference in the underlying population. When hypothesis tests show t values at the .05 level or smaller, the null hypothesis, indicating that there is no measurable difference between the two quantities, is rejected.

**Appendix C—List of Degree-Granting Title IV Institutions
Included in This Study That Were Minority-Serving: Fall 2004**

**Exhibit C-1. List of degree-granting Title IV institutions included in this study that were Historically Black Colleges and Universities (HBCUs):
Fall 2004**

Institution name	State	Sector		Carnegie classification	Percent of undergraduates who were	
		Control	Level		Minority (total)	Black
ALABAMA A & M UNIVERSITY	AL	Public	4-year	Doctoral	94.7	93.9
ALABAMA STATE UNIVERSITY	AL	Public	4-year	Master's	96.9	96.5
BISHOP STATE COMMUNITY COLLEGE	AL	Public	2-year	Associate's	65.1	61.9
CONCORDIA COLLEGE	AL	Private not-for-profit	4-year	Bachelor's	93.5	93.4
GADSDEN STATE COMMUNITY COLLEGE	AL	Public	2-year	Associate's	21.0	19.4
H COUNCILL TRENHOLM STATE TECHNICAL COLLEGE	AL	Public	2-year	Associate's	64.9	63.7
J F DRAKE STATE TECHNICAL COLLEGE	AL	Public	2-year	Associate's	59.7	57.7
LAWSON STATE COMMUNITY COLLEGE	AL	Public	2-year	Associate's	97.7	97.4
MILES COLLEGE	AL	Private not-for-profit	4-year	Bachelor's	99.4	99.4
OAKWOOD COLLEGE	AL	Private not-for-profit	4-year	Bachelor's	91.6	90.6
SHELTON STATE COMMUNITY COLLEGE-CA FREDD CAMPUS	AL	Public	2-year	Unclassified	53.4	51.3
STILLMAN COLLEGE	AL	Private not-for-profit	4-year	Bachelor's	98.3	97.5
TALLADEGA COLLEGE	AL	Private not-for-profit	4-year	Bachelor's	99.7	99.5
TUSKEGEE UNIVERSITY	AL	Private not-for-profit	4-year	Master's	99.2	98.9
ARKANSAS BAPTIST COLLEGE	AR	Private not-for-profit	4-year	Bachelor's	100.0	100.0
PHILANDER SMITH COLLEGE	AR	Private not-for-profit	4-year	Bachelor's	97.4	96.9
UNIVERSITY OF ARKANSAS AT PINE BLUFF	AR	Public	4-year	Bachelor's	95.9	95.5
HOWARD UNIVERSITY	DC	Private not-for-profit	4-year	Doctoral	92.7	91.7
UNIVERSITY OF THE DISTRICT OF COLUMBIA	DC	Public	4-year	Master's	94.2	85.6
DELAWARE STATE UNIVERSITY	DE	Public	4-year	Master's	86.6	83.7
BETHUNE COOKMAN COLLEGE	FL	Private not-for-profit	4-year	Bachelor's	93.6	91.9
EDWARD WATERS COLLEGE	FL	Private not-for-profit	4-year	Bachelor's	97.6	96.7
FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY	FL	Public	4-year	Master's	95.2	93.8
FLORIDA MEMORIAL COLLEGE	FL	Private not-for-profit	4-year	Bachelor's	99.9	96.5
ALBANY STATE UNIVERSITY	GA	Public	4-year	Master's	94.5	93.7

See notes at end of table.

**Exhibit C-1. List of degree-granting Title IV institutions included in this study that were Historically Black Colleges and Universities (HBCUs):
Fall 2004—Continued**

Institution name	State	Sector		Carnegie classification	Percent of undergraduates who were	
		Control	Level		Minority (total)	Black
CLARK ATLANTA UNIVERSITY	GA	Private not-for-profit	4-year	Doctoral	99.9	99.7
FORT VALLEY STATE UNIVERSITY	GA	Public	4-year	Master's	95.1	94.4
MOREHOUSE COLLEGE	GA	Private not-for-profit	4-year	Bachelor's	96.8	96.4
PAINE COLLEGE	GA	Private not-for-profit	4-year	Bachelor's	98.8	98.3
SAVANNAH STATE UNIVERSITY	GA	Public	4-year	Master's	95.7	94.8
SPELMAN COLLEGE	GA	Private not-for-profit	4-year	Bachelor's	98.3	98.1
KENTUCKY STATE UNIVERSITY	KY	Public	4-year	Master's	64.0	62.0
DILLARD UNIVERSITY	LA	Private not-for-profit	4-year	Bachelor's	99.4	99.3
GRAMBLING STATE UNIVERSITY	LA	Public	4-year	Master's	95.5	94.9
SOUTHERN UNIVERSITY AND A & M COLLEGE	LA	Public	4-year	Master's	97.2	96.7
SOUTHERN UNIVERSITY AT NEW ORLEANS	LA	Public	4-year	Master's	98.3	97.3
SOUTHERN UNIVERSITY AT SHREVEPORT	LA	Public	2-year	Associate's	87.7	87.0
XAVIER UNIVERSITY OF LOUISIANA	LA	Private not-for-profit	4-year	Master's	96.3	90.5
BOWIE STATE UNIVERSITY	MD	Public	4-year	Master's	93.4	90.3
COPPIN STATE UNIVERSITY	MD	Public	4-year	Master's	95.3	94.7
MORGAN STATE UNIVERSITY	MD	Public	4-year	Master's	96.8	95.5
UNIVERSITY OF MARYLAND-EASTERN SHORE	MD	Public	4-year	Master's	83.1	80.8
LEWIS COLLEGE OF BUSINESS	MI	Private not-for-profit	2-year	Associate's	98.3	97.7
HARRIS-STOWE STATE COLLEGE	MO	Public	4-year	Specialized	85.3	84.4
LINCOLN UNIVERSITY	MO	Public	4-year	Master's	39.9	37.2
ALCORN STATE UNIVERSITY	MS	Public	4-year	Master's	91.3	90.8
COAHOMA COMMUNITY COLLEGE	MS	Public	2-year	Associate's	97.1	97.1
JACKSON STATE UNIVERSITY	MS	Public	4-year	Doctoral	97.2	96.7
MISSISSIPPI VALLEY STATE UNIVERSITY	MS	Public	4-year	Bachelor's	97.1	96.8
RUST COLLEGE	MS	Private not-for-profit	4-year	Bachelor's	92.6	92.6

See notes at end of table.

**Exhibit C-1. List of degree-granting Title IV institutions included in this study that were Historically Black Colleges and Universities (HBCUs):
Fall 2004—Continued**

Institution name	State	Sector		Carnegie classification	Percent of undergraduates who were	
		Control	Level		Minority (total)	Black
TOUGALOO COLLEGE	MS	Private not-for-profit	4-year	Bachelor's	99.3	99.3
BENNETT COLLEGE	NC	Private not-for-profit	4-year	Bachelor's	98.8	96.6
ELIZABETH CITY STATE UNIVERSITY	NC	Public	4-year	Bachelor's	80.7	79.3
FAYETTEVILLE STATE UNIVERSITY	NC	Public	4-year	Master's	85.9	79.6
JOHNSON C SMITH UNIVERSITY	NC	Private not-for-profit	4-year	Bachelor's	99.9	99.5
LIVINGSTONE COLLEGE	NC	Private not-for-profit	4-year	Bachelor's	97.1	96.2
NORTH CAROLINA A & T STATE UNIVERSITY	NC	Public	4-year	Master's	94.7	92.9
NORTH CAROLINA CENTRAL UNIVERSITY	NC	Public	4-year	Master's	90.7	88.3
SAINT AUGUSTINES COLLEGE	NC	Private not-for-profit	4-year	Bachelor's	92.8	91.6
SHAW UNIVERSITY	NC	Private not-for-profit	4-year	Bachelor's	96.1	95.8
WINSTON-SALEM STATE UNIVERSITY	NC	Public	4-year	Bachelor's	84.6	82.8
CENTRAL STATE UNIVERSITY	OH	Public	4-year	Bachelor's	98.0	96.8
WILBERFORCE UNIVERSITY	OH	Private not-for-profit	4-year	Bachelor's	92.4	91.1
LANGSTON UNIVERSITY	OK	Public	4-year	Bachelor's	80.9	76.7
CHEYNEY UNIVERSITY OF PENNSYLVANIA	PA	Public	4-year	Master's	97.6	96.7
LINCOLN UNIVERSITY	PA	Public	4-year	Master's	91.1	90.7
ALLEN UNIVERSITY	SC	Private not-for-profit	4-year	Bachelor's	97.0	96.7
BENEDICT COLLEGE	SC	Private not-for-profit	4-year	Bachelor's	99.8	99.3
CLAFLIN UNIVERSITY	SC	Private not-for-profit	4-year	Bachelor's	94.6	94.3
CLINTON JUNIOR COLLEGE	SC	Private not-for-profit	2-year	Unclassified	100.0	100.0
DENMARK TECHNICAL COLLEGE	SC	Public	2-year	Associate's	96.3	95.9
MORRIS COLLEGE	SC	Private not-for-profit	4-year	Bachelor's	99.8	99.8
SOUTH CAROLINA STATE UNIVERSITY	SC	Public	4-year	Doctoral	98.2	97.7
VOORHEES COLLEGE	SC	Private not-for-profit	4-year	Bachelor's	100.0	99.9
FISK UNIVERSITY	TN	Private not-for-profit	4-year	Bachelor's	96.0	95.5

See notes at end of table.

**Exhibit C-1. List of degree-granting Title IV institutions included in this study that were Historically Black Colleges and Universities (HBCUs):
Fall 2004—Continued**

Institution name	State	Sector		Carnegie classification	Percent of undergraduates who were	
		Control	Level		Minority (total)	Black
LANE COLLEGE	TN	Private not-for-profit	4-year	Bachelor's	99.8	99.6
LE MOYNE-OWEN COLLEGE	TN	Private not-for-profit	4-year	Bachelor's	98.5	98.2
TENNESSEE STATE UNIVERSITY	TN	Public	4-year	Doctoral	87.7	85.3
HUSTON-TILLOTSON COLLEGE	TX	Private not-for-profit	4-year	Bachelor's	89.1	76.6
JARVIS CHRISTIAN COLLEGE	TX	Private not-for-profit	4-year	Bachelor's	98.0	97.4
PAUL QUINN COLLEGE	TX	Private not-for-profit	4-year	Bachelor's	95.5	90.7
PRAIRIE VIEW A & M UNIVERSITY	TX	Public	4-year	Master's	95.5	91.7
SOUTHWESTERN CHRISTIAN COLLEGE	TX	Private not-for-profit	4-year	Specialized	91.3	90.9
ST PHILIPS COLLEGE	TX	Public	2-year	Associate's	67.8	17.2
TEXAS COLLEGE	TX	Private not-for-profit	4-year	Bachelor's	98.8	96.7
TEXAS SOUTHERN UNIVERSITY	TX	Public	4-year	Doctoral	95.6	90.3
WILEY COLLEGE	TX	Private not-for-profit	4-year	Bachelor's	92.7	90.6
HAMPTON UNIVERSITY	VA	Private not-for-profit	4-year	Master's	95.7	93.7
NORFOLK STATE UNIVERSITY	VA	Public	4-year	Master's	94.4	91.6
SAINT PAULS COLLEGE	VA	Private not-for-profit	4-year	Bachelor's	95.9	95.5
VIRGINIA STATE UNIVERSITY	VA	Public	4-year	Master's	97.6	96.3
VIRGINIA UNION UNIVERSITY	VA	Private not-for-profit	4-year	Bachelor's	99.1	98.3
BLUEFIELD STATE COLLEGE	WV	Public	4-year	Bachelor's	10.9	9.6
WEST VIRGINIA STATE UNIVERSITY	WV	Public	4-year	Bachelor's	17.6	15.7

NOTE: Data are limited to degree-granting Title IV institutions that were located in the 50 states and the District of Columbia and had reported undergraduate enrollment in the survey year. "Title IV institutions" are those that have signed Title IV participation agreements with the U.S. Department of Education, making them eligible for the federal student aid programs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2004.

Exhibit C-2. List of degree-granting Title IV institutions included in this study that were not Historically Black Colleges and Universities (non-HBCUs) but were Black-serving: Fall 2004

Institution name	State	Sector		Carnegie classification	Percent of undergraduates who were	
		Control	Level		Minority (total)	Black
ALABAMA SOUTHERN COMMUNITY COLLEGE	AL	Public	2-year	Associate's	41.9	40.9
AUBURN UNIVERSITY-MONTGOMERY	AL	Public	4-year	Master's	37.2	33.8
BESSEMER STATE TECHNICAL COLLEGE	AL	Public	2-year	Associate's	48.6	47.2
CENTRAL ALABAMA COMMUNITY COLLEGE	AL	Public	2-year	Associate's	26.3	24.9
CHATTAHOOCHEE VALLEY COMMUNITY COLLEGE	AL	Public	2-year	Associate's	45.0	41.7
FAULKNER UNIVERSITY	AL	Private not-for-profit	4-year	Bachelor's	47.1	45.1
GEORGE C WALLACE COMMUNITY COLLEGE-DOTHAN	AL	Public	2-year	Associate's	29.4	26.4
GEORGE C WALLACE STATE COMMUNITY COLLEGE-SELMA	AL	Public	2-year	Associate's	59.9	59.5
HERZING COLLEGE	AL	Private for-profit	4-year	Associate's	54.0	53.5
ITT TECHNICAL INSTITUTE	AL	Private for-profit	4-year	Associate's	51.0	48.1
JEFFERSON DAVIS COMMUNITY COLLEGE	AL	Public	2-year	Associate's	39.4	35.6
REID STATE TECHNICAL COLLEGE	AL	Public	2-year	Associate's	55.8	54.2
REMINGTON COLLEGE-MOBILE CAMPUS	AL	Private for-profit	4-year	Associate's	61.7	53.1
SHELTON STATE COMMUNITY COLLEGE	AL	Public	2-year	Associate's	34.2	32.0
SOUTH UNIVERSITY-MONTGOMERY	AL	Private for-profit	4-year	Associate's	71.2	70.3
SOUTHERN CHRISTIAN UNIVERSITY	AL	Private not-for-profit	4-year	Specialized	30.7	27.2
TROY STATE UNIVERSITY-MAIN CAMPUS	AL	Public	4-year	Master's	38.2	31.2
TROY STATE UNIVERSITY-MONTGOMERY	AL	Public	4-year	Master's	58.1	55.7
UNIVERSITY OF ALABAMA AT BIRMINGHAM	AL	Public	4-year	Doctoral	37.7	32.9
UNIVERSITY OF WEST ALABAMA	AL	Public	4-year	Master's	43.1	41.5
VIRGINIA COLLEGE AT MOBILE	AL	Private for-profit	2-year	Unclassified	46.4	45.8
VIRGINIA COLLEGE TECHNICAL	AL	Private for-profit	2-year	Unclassified	37.9	33.3
VIRGINIA COLLEGE-BIRMINGHAM	AL	Private for-profit	4-year	Associate's	56.7	56.5
VIRGINIA COLLEGE-HUNTSVILLE	AL	Private for-profit	4-year	Associate's	46.3	43.4
ARKANSAS NORTHEASTERN COLLEGE	AR	Public	2-year	Associate's	30.6	28.5

See notes at end of table.

Exhibit C-2. List of degree-granting Title IV institutions included in this study that were not Historically Black Colleges and Universities (non-HBCUs) but were Black-serving: Fall 2004—Continued

Institution name	State	Sector		Carnegie classification	Percent of undergraduates who were	
		Control	Level		Minority (total)	Black
EAST ARKANSAS COMMUNITY COLLEGE	AR	Public	2-year	Associate's	44.7	43.2
ITT TECHNICAL INSTITUTE	AR	Private for-profit	4-year	Associate's	42.6	37.6
MID-SOUTH COMMUNITY COLLEGE	AR	Public	2-year	Associate's	49.6	47.8
PHILLIPS COMMUNITY COLLEGE OF THE UNIVERSITY OF AR	AR	Public	2-year	Associate's	42.0	40.3
PULASKI TECHNICAL COLLEGE	AR	Public	2-year	Associate's	47.0	44.2
REMINGTON COLLEGE-LITTLE ROCK CAMPUS	AR	Private for-profit	2-year	Unclassified	58.1	55.2
SOUTH ARKANSAS COMMUNITY COLLEGE	AR	Public	2-year	Associate's	33.3	30.7
SOUTHEAST ARKANSAS COLLEGE	AR	Public	2-year	Associate's	48.9	47.5
SOUTHERN ARKANSAS UNIVERSITY MAIN CAMPUS	AR	Public	4-year	Master's	28.2	25.5
SOUTHERN ARKANSAS UNIVERSITY TECH	AR	Public	2-year	Associate's	29.9	28.3
UNIVERSITY OF ARKANSAS AT LITTLE ROCK	AR	Public	4-year	Doctoral	37.5	33.0
UNIVERSITY OF ARKANSAS AT MONTICELLO	AR	Public	4-year	Bachelor's	33.7	31.2
UNIVERSITY OF ARKANSAS COMMUNITY COLLEGE-HOPE	AR	Public	2-year	Associate's	32.5	29.8
UNIVERSITY OF PHOENIX-ARKANSAS CAMPUS	AR	Private for-profit	4-year	Unclassified	42.6	38.6
AMERICAN CONSERVATORY THEATER	CA	Private not-for-profit	4-year	Specialized	33.3	33.3
CHARLES R DREW UNIVERSITY OF MEDICINE AND SCIENCE	CA	Private not-for-profit	4-year	Specialized	90.4	52.4
HIGH-TECH INSTITUTE-SACRAMENTO	CA	Private for-profit	2-year	Associate's	60.5	28.1
HOLY NAMES UNIVERSITY	CA	Private not-for-profit	4-year	Master's	65.5	35.0
LOS ANGELES SOUTHWEST COLLEGE	CA	Public	2-year	Associate's	99.0	79.5
MARIC COLLEGE-SACRAMENTO CAMPUS	CA	Private for-profit	2-year	Associate's	55.5	27.1
MERRITT COLLEGE	CA	Public	2-year	Associate's	76.8	40.9
SILICON VALLEY COLLEGE-EMERYVILLE	CA	Private for-profit	4-year	Unclassified	96.0	64.6
THE UNIVERSITY OF WEST LOS ANGELES	CA	Private not-for-profit	4-year	Specialized	71.0	33.9
VISTA COLLEGE	CA	Public	2-year	Associate's	59.7	27.5
WESTERN CAREER COLLEGE	CA	Private for-profit	2-year	Associate's	77.0	35.5

See notes at end of table.

Exhibit C-2. List of degree-granting Title IV institutions included in this study that were not Historically Black Colleges and Universities (non-HBCUs) but were Black-serving: Fall 2004—Continued

Institution name	State	Sector		Carnegie classification	Percent of undergraduates who were	
		Control	Level		Minority (total)	Black
HERITAGE COLLEGE	CO	Private for-profit	2-year	Unclassified	40.4	27.6
PARKS COLLEGE-AURORA	CO	Private for-profit	2-year	Associate's	58.0	39.1
ALBERTUS MAGNUS COLLEGE	CT	Private not-for-profit	4-year	Bachelor's	35.5	24.8
GATEWAY COMMUNITY COLLEGE	CT	Public	2-year	Associate's	43.5	25.5
GOODWIN COLLEGE	CT	Private not-for-profit	2-year	Unclassified	50.9	31.0
HOUSATONIC COMMUNITY COLLEGE	CT	Public	2-year	Associate's	54.7	29.1
UNIVERSITY OF BRIDGEPORT	CT	Private not-for-profit	4-year	Doctoral	53.1	34.3
POTOMAC COLLEGE	DC	Private for-profit	4-year	Bachelor's	98.0	95.1
SOUTHEASTERN UNIVERSITY	DC	Private not-for-profit	4-year	Master's	90.4	88.4
STRAYER UNIVERSITY-WASHINGTON CAMPUS	DC	Private for-profit	4-year	Master's	59.1	50.3
TRINITY UNIVERSITY	DC	Private not-for-profit	4-year	Master's	90.9	75.7
DELAWARE TECHNICAL AND COMMUNITY COLLEGE-TERRY	DE	Public	2-year	Associate's	31.0	25.4
GOLDEY-BEACOM COLLEGE	DE	Private not-for-profit	4-year	Specialized	44.3	27.9
ANGLEY COLLEGE	FL	Private for-profit	2-year	Unclassified	44.3	29.2
ATI CAREER TRAINING CENTER	FL	Private for-profit	2-year	Associate's	57.7	39.9
BROWARD COMMUNITY COLLEGE	FL	Public	2-year	Associate's	55.6	29.0
CENTRAL FLORIDA COLLEGE	FL	Private for-profit	2-year	Unclassified	80.8	61.6
CITY COLLEGE	FL	Private not-for-profit	4-year	Associate's	75.7	55.5
CITY COLLEGE BRANCH CAMPUS	FL	Private not-for-profit	4-year	Unclassified	54.5	47.7
FLORIDA COMMUNITY COLLEGE AT JACKSONVILLE	FL	Public	2-year	Associate's	34.3	24.9
FLORIDA METROPOLITAN UNIVERSITY	FL	Private for-profit	4-year	Specialized	91.5	76.7
FLORIDA METROPOLITAN UNIVERSITY-BRANDON	FL	Private for-profit	4-year	Master's	40.9	25.9
FLORIDA METROPOLITAN UNIVERSITY-JACKSONVILLE	FL	Private for-profit	4-year	Unclassified	61.1	52.0
FLORIDA METROPOLITAN UNIVERSITY-NORTH ORLANDO	FL	Private for-profit	4-year	Master's	64.6	39.8
FLORIDA METROPOLITAN UNIVERSITY-ORANGE PARK	FL	Private for-profit	4-year	Unclassified	39.3	30.1

See notes at end of table.

Exhibit C-2. List of degree-granting Title IV institutions included in this study that were not Historically Black Colleges and Universities (non-HBCUs) but were Black-serving: Fall 2004—Continued

Institution name	State	Sector		Carnegie classification	Percent of undergraduates who were	
		Control	Level		Minority (total)	Black
FLORIDA TECHNICAL COLLEGE OF JACKSONVILLE INC	FL	Private for-profit	2-year	Associate's	62.2	57.1
GULF COAST COLLEGE	FL	Private for-profit	2-year	Associate's	59.6	39.1
ITT TECHNICAL INSTITUTE	FL	Private for-profit	4-year	Specialized	40.4	27.2
JOHNSON & WALES UNIVERSITY-FLORIDA CAMPUS	FL	Private not-for-profit	4-year	Specialized	60.3	35.3
JONES COLLEGE-JACKSONVILLE	FL	Private not-for-profit	4-year	Bachelor's	64.0	56.2
KEISER COLLEGE	FL	Private for-profit	4-year	Associate's	45.3	26.6
KEY COLLEGE	FL	Private for-profit	2-year	Associate's	43.1	28.5
MEDVANCE INSTITUTE OF FT LAUDERDALE	FL	Private for-profit	2-year	Unclassified	80.6	65.5
MEDVANCE INSTITUTE-ATLANTIS	FL	Private for-profit	2-year	Unclassified	53.1	33.7
NATIONAL SCHOOL OF TECHNOLOGY INC	FL	Private for-profit	2-year	Unclassified	94.4	76.1
NEW ENGLAND INSTITUTE OF TECHNOLOGY-PALM BEACH	FL	Private for-profit	2-year	Unclassified	58.5	35.6
NORTH FLORIDA INSTITUTE	FL	Private for-profit	2-year	Unclassified	48.7	38.6
REMINGTON COLLEGE	FL	Private for-profit	4-year	Unclassified	62.2	46.7
REMINGTON COLLEGE-TAMPA CAMPUS	FL	Private for-profit	4-year	Specialized	54.5	31.4
SAINT LEO UNIVERSITY	FL	Private not-for-profit	4-year	Master's	44.9	33.6
SOUTH UNIVERSITY-WEST PALM BEACH	FL	Private for-profit	4-year	Unclassified	67.1	56.0
SOUTHWEST FLORIDA COLLEGE	FL	Private not-for-profit	2-year	Associate's	44.9	24.8
TALLAHASSEE COMMUNITY COLLEGE	FL	Public	2-year	Associate's	40.5	32.9
UNIVERSITY OF PHOENIX-FORT LAUDERDALE	FL	Private for-profit	4-year	Unclassified	51.9	27.4
UNIVERSITY OF PHOENIX-JACKSONVILLE	FL	Private for-profit	4-year	Unclassified	40.4	30.7
VIRGINIA COLLEGE AT PENSACOLA	FL	Private for-profit	2-year	Unclassified	40.4	37.8
AGNES SCOTT COLLEGE	GA	Private not-for-profit	4-year	Bachelor's	36.6	26.1
ALBANY TECHNICAL COLLEGE	GA	Public	2-year	Unclassified	70.8	69.4
ALTAMAHA TECHNICAL COLLEGE	GA	Public	2-year	Unclassified	38.6	34.3
AMERICAN INTERCONTINENTAL UNIVERSITY	GA	Private for-profit	4-year	Specialized	38.9	25.1

See notes at end of table.

Exhibit C-2. List of degree-granting Title IV institutions included in this study that were not Historically Black Colleges and Universities (non-HBCUs) but were Black-serving: Fall 2004—Continued

Institution name	State	Sector		Carnegie classification	Percent of undergraduates who were	
		Control	Level		Minority (total)	Black
AMERICAN INTERCONTINENTAL UNIVERSITY	GA	Private for-profit	4-year	Unclassified	83.9	75.8
ANDREW COLLEGE	GA	Private not-for-profit	2-year	Associate's	47.8	41.3
ARGOSY UNIVERSITY-ATLANTA CAMPUS	GA	Private for-profit	4-year	Specialized	76.8	75.0
ATLANTA COLLEGE OF ART	GA	Private not-for-profit	4-year	Specialized	36.7	26.4
ATLANTA METROPOLITAN COLLEGE	GA	Public	2-year	Associate's	96.3	94.9
ATLANTA TECHNICAL COLLEGE	GA	Public	2-year	Unclassified	93.0	88.9
AUGUSTA STATE UNIVERSITY	GA	Public	4-year	Master's	33.5	27.5
AUGUSTA TECHNICAL COLLEGE	GA	Public	2-year	Associate's	57.9	53.7
BAINBRIDGE COLLEGE	GA	Public	2-year	Associate's	51.4	49.8
BAUDER COLLEGE	GA	Private for-profit	4-year	Associate's	77.8	63.5
BEACON UNIVERSITY	GA	Private not-for-profit	4-year	Specialized	62.6	57.0
BEULAH HEIGHTS BIBLE COLLEGE	GA	Private not-for-profit	4-year	Specialized	87.6	82.8
BRENAU UNIVERSITY	GA	Private not-for-profit	4-year	Master's	30.9	26.6
BROWN MACKIE COLLEGE-ATLANTA	GA	Private for-profit	2-year	Associate's	94.2	83.7
CENTRAL GEORGIA TECHNICAL COLLEGE	GA	Public	2-year	Associate's	62.5	61.1
CHATTAHOOCHEE TECHNICAL COLLEGE	GA	Public	2-year	Associate's	43.1	36.5
CLAYTON COLLEGE AND STATE UNIVERSITY	GA	Public	4-year	Bachelor's	57.8	50.7
COASTAL GEORGIA COMMUNITY COLLEGE	GA	Public	2-year	Associate's	31.5	28.1
COLUMBUS STATE UNIVERSITY	GA	Public	4-year	Master's	37.3	31.3
COLUMBUS TECHNICAL COLLEGE	GA	Public	2-year	Associate's	57.5	52.3
DARTON COLLEGE	GA	Public	2-year	Associate's	45.2	43.1
DECKER COLLEGE-ATLANTA	GA	Private for-profit	2-year	Unclassified	92.3	92.3
DEKALB TECHNICAL COLLEGE	GA	Public	2-year	Associate's	77.7	72.2
DEVRY UNIVERSITY-GEORGIA	GA	Private for-profit	4-year	Specialized	78.2	72.3
EAST CENTRAL TECHNICAL COLLEGE	GA	Public	2-year	Unclassified	36.3	34.6

See notes at end of table.

Exhibit C-2. List of degree-granting Title IV institutions included in this study that were not Historically Black Colleges and Universities (non-HBCUs) but were Black-serving: Fall 2004—Continued

Institution name	State	Sector		Carnegie classification	Percent of undergraduates who were	
		Control	Level		Minority (total)	Black
EAST GEORGIA COLLEGE	GA	Public	2-year	Associate's	34.4	32.3
FLINT RIVER TECHNICAL COLLEGE	GA	Public	2-year	Unclassified	52.6	51.6
GEORGIA MEDICAL INSTITUTE-DE KALB	GA	Private for-profit	2-year	Unclassified	92.8	90.7
GEORGIA MILITARY COLLEGE-FT BENNING CENTER	GA	Public	2-year	Unclassified	66.5	58.9
GEORGIA MILITARY COLLEGE-FT GORDON CENTER	GA	Public	2-year	Unclassified	47.5	41.7
GEORGIA MILITARY COLLEGE-FT MCPHERSON CENTER	GA	Public	2-year	Unclassified	78.5	75.4
GEORGIA MILITARY COLLEGE-MAIN CAMPUS	GA	Public	2-year	Associate's	40.6	38.3
GEORGIA MILITARY COLLEGE-MOODY CENTER	GA	Public	2-year	Unclassified	37.5	32.7
GEORGIA MILITARY COLLEGE-ROBINS AIR FORCE BASE CTR	GA	Public	2-year	Unclassified	34.2	26.9
GEORGIA PERIMETER COLLEGE	GA	Public	2-year	Associate's	48.5	35.8
GEORGIA SOUTHWESTERN STATE UNIVERSITY	GA	Public	4-year	Master's	34.7	32.3
GEORGIA STATE UNIVERSITY	GA	Public	4-year	Doctoral	48.3	34.0
GORDON COLLEGE	GA	Public	2-year	Associate's	30.0	26.7
GRIFFIN TECHNICAL COLLEGE	GA	Public	2-year	Associate's	40.6	37.5
GUPTON JONES COLLEGE OF FUNERAL SERVICE	GA	Private not-for-profit	2-year	Associate's	60.3	60.3
GWINNETT COLLEGE	GA	Private for-profit	2-year	Unclassified	63.0	49.5
GWINNETT TECHNICAL COLLEGE	GA	Public	2-year	Associate's	37.0	24.7
HEART OF GEORGIA TECHNICAL COLLEGE	GA	Public	2-year	Unclassified	46.7	45.4
HERZING COLLEGE	GA	Private for-profit	4-year	Associate's	90.9	83.0
HIGH-TECH INSTITUTE-ATLANTA	GA	Private for-profit	2-year	Unclassified	87.8	83.3
INTERACTIVE COLLEGE OF TECHNOLOGY	GA	Private for-profit	2-year	Associate's	79.6	60.8
ITT TECHNICAL INSTITUTE	GA	Private for-profit	4-year	Unclassified	65.5	53.2
LE CORDON BLEU COLLEGE OF CULINARY ARTS-ATLANTA	GA	Private for-profit	2-year	Unclassified	56.0	53.2
LIFE UNIVERSITY	GA	Private not-for-profit	4-year	Specialized	42.4	32.3
LUTHER RICE SEMINARY	GA	Private not-for-profit	4-year	Specialized	49.3	28.6

See notes at end of table.

Exhibit C-2. List of degree-granting Title IV institutions included in this study that were not Historically Black Colleges and Universities (non-HBCUs) but were Black-serving: Fall 2004—Continued

Institution name	State	Sector		Carnegie classification	Percent of undergraduates who were	
		Control	Level		Minority (total)	Black
MACON STATE COLLEGE	GA	Public	4-year	Associate's	40.4	36.4
MERCER UNIVERSITY	GA	Private not-for-profit	4-year	Master's	34.7	29.5
MIDDLE GEORGIA COLLEGE	GA	Public	2-year	Associate's	36.8	34.3
MIDDLE GEORGIA TECHNICAL COLLEGE	GA	Public	2-year	Unclassified	42.8	39.2
MOULTRIE TECHNICAL COLLEGE	GA	Public	2-year	Unclassified	40.7	38.1
OGEECHEE TECHNICAL COLLEGE	GA	Public	2-year	Unclassified	41.7	39.6
OKEFENOKEE TECHNICAL COLLEGE	GA	Public	2-year	Unclassified	27.2	25.3
SANDERSVILLE TECHNICAL COLLEGE	GA	Public	2-year	Unclassified	69.7	68.5
SAVANNAH TECHNICAL COLLEGE	GA	Public	2-year	Associate's	68.8	63.4
SHORTER COLLEGE	GA	Private not-for-profit	4-year	Bachelor's	43.3	40.3
SOUTH GEORGIA COLLEGE	GA	Public	2-year	Associate's	28.8	26.2
SOUTH GEORGIA TECHNICAL COLLEGE	GA	Public	2-year	Unclassified	59.8	58.5
SOUTH UNIVERSITY-SAVANNAH	GA	Private for-profit	4-year	Associate's	42.5	37.9
SOUTHEASTERN TECHNICAL COLLEGE	GA	Public	2-year	Unclassified	35.2	32.9
SOUTHWEST GEORGIA TECHNICAL COLLEGE	GA	Public	2-year	Associate's	47.1	45.5
SWAINSBORO TECHNICAL COLLEGE	GA	Public	2-year	Unclassified	45.4	44.7
THE ART INSTITUTE OF ATLANTA	GA	Private for-profit	4-year	Associate's	43.7	35.4
THOMAS UNIVERSITY	GA	Private not-for-profit	4-year	Bachelor's	37.2	34.7
UNIVERSITY OF PHOENIX-ATLANTA CAMPUS	GA	Private for-profit	4-year	Unclassified	54.5	49.4
UNIVERSITY OF PHOENIX-COLUMBUS GEORGIA CAMPUS	GA	Private for-profit	4-year	Unclassified	56.3	48.5
VALDOSTA TECHNICAL COLLEGE	GA	Public	2-year	Unclassified	41.3	38.3
WESLEYAN COLLEGE	GA	Private not-for-profit	4-year	Bachelor's	36.1	31.6
WEST GEORGIA TECHNICAL COLLEGE	GA	Public	2-year	Associate's	44.0	43.0
WESTWOOD COLLEGE-ATLANTA MIDTOWN	GA	Private for-profit	4-year	Unclassified	88.6	88.6
WESTWOOD COLLEGE-NORTHLAKE	GA	Private for-profit	4-year	Unclassified	71.1	68.4

See notes at end of table.

Exhibit C-2. List of degree-granting Title IV institutions included in this study that were not Historically Black Colleges and Universities (non-HBCUs) but were Black-serving: Fall 2004—Continued

Institution name	State	Sector		Carnegie classification	Percent of undergraduates who were	
		Control	Level		Minority (total)	Black
ARGOSY UNIVERSITY-CHICAGO DOWNTOWN CAMPUS	IL	Private for-profit	4-year	Specialized	35.5	25.8
CAREER COLLEGES OF CHICAGO	IL	Private for-profit	2-year	Associate's	76.4	59.7
CHICAGO STATE UNIVERSITY	IL	Public	4-year	Master's	96.1	89.0
CITY COLLEGES OF CHICAGO-HAROLD WASHINGTON COLLEGE	IL	Public	2-year	Associate's	78.8	45.9
CITY COLLEGES OF CHICAGO-KENNEDY-KING COLLEGE	IL	Public	2-year	Associate's	98.3	87.3
CITY COLLEGES OF CHICAGO-OLIVE-HARVEY COLLEGE	IL	Public	2-year	Associate's	98.8	82.1
DEVRY UNIVERSITY-ILLINOIS	IL	Private for-profit	4-year	Specialized	52.3	28.2
EAST-WEST UNIVERSITY	IL	Private not-for-profit	4-year	Bachelor's	86.4	73.4
GOVERNORS STATE UNIVERSITY	IL	Public	4-year	Master's	46.0	38.7
INTERNATIONAL ACADEMY OF DESIGN AND TECHNOLOGY	IL	Private for-profit	4-year	Specialized	60.3	36.0
ITT TECHNICAL INSTITUTE	IL	Private for-profit	4-year	Associate's	74.3	63.5
NATIONAL-LOUIS UNIVERSITY	IL	Private not-for-profit	4-year	Doctoral	64.3	46.5
PRAIRIE STATE COLLEGE	IL	Public	2-year	Associate's	60.2	45.8
ROBERT MORRIS COLLEGE	IL	Private not-for-profit	4-year	Specialized	69.7	43.0
ROCKFORD BUSINESS COLLEGE	IL	Private for-profit	2-year	Associate's	42.8	36.1
ROOSEVELT UNIVERSITY	IL	Private not-for-profit	4-year	Master's	46.1	28.4
SOUTH SUBURBAN COLLEGE	IL	Public	2-year	Associate's	72.2	62.6
SOUTHEASTERN ILLINOIS COLLEGE	IL	Public	2-year	Associate's	32.6	26.4
TAYLOR BUSINESS INSTITUTE	IL	Private for-profit	2-year	Associate's	95.9	93.4
THE COLLEGE OF OFFICE TECHNOLOGY	IL	Private for-profit	2-year	Associate's	98.4	75.3
WESTWOOD COLLEGE-RIVER OAKS	IL	Private for-profit	4-year	Unclassified	85.5	75.2
BROWN MACKIE COLLEGE-MERRILLVILLE	IN	Private for-profit	2-year	Associate's	48.8	41.2
CALUMET COLLEGE OF SAINT JOSEPH	IN	Private not-for-profit	4-year	Bachelor's	48.4	27.9
CROSSROADS BIBLE COLLEGE	IN	Private not-for-profit	4-year	Specialized	51.5	49.4
DEVRY UNIVERSITY-INDIANA	IN	Private for-profit	4-year	Unclassified	44.2	35.7

See notes at end of table.

Exhibit C-2. List of degree-granting Title IV institutions included in this study that were not Historically Black Colleges and Universities (non-HBCUs) but were Black-serving: Fall 2004—Continued

Institution name	State	Sector		Carnegie classification	Percent of undergraduates who were	
		Control	Level		Minority (total)	Black
INDIANA BUSINESS COLLEGE-INDIANAPOLIS	IN	Private for-profit	2-year	Associate's	42.8	41.4
INDIANA BUSINESS COLLEGE-MEDICAL	IN	Private for-profit	2-year	Unclassified	31.0	29.7
IVY TECH STATE COLLEGE-NORTHWEST	IN	Public	2-year	Associate's	41.6	31.4
MARTIN UNIVERSITY	IN	Private not-for-profit	4-year	Bachelor's	94.2	94.0
PROFESSIONAL CAREERS INSTITUTE	IN	Private for-profit	2-year	Associate's	26.4	25.2
SAWYER COLLEGE-HAMMOND	IN	Private for-profit	2-year	Associate's	66.2	42.0
TRI-STATE UNIVERSITY-SOUTH BEND CAMPUS	IN	Private not-for-profit	4-year	Unclassified	38.1	29.5
UNIVERSITY OF PHOENIX-INDIANAPOLIS CAMPUS	IN	Private for-profit	4-year	Unclassified	37.5	32.7
BROWN MACKIE COLLEGE-KANSAS CITY	KS	Private for-profit	2-year	Unclassified	39.8	30.4
CENTRAL BAPTIST THEOLOGICAL SEMINARY	KS	Private not-for-profit	4-year	Specialized	60.0	60.0
KANSAS CITY KANSAS COMMUNITY COLLEGE	KS	Public	2-year	Associate's	34.4	24.8
NATIONAL AMERICAN UNIVERSITY-OVERLAND PARK	KS	Private for-profit	4-year	Unclassified	33.9	28.5
BROWN MACKIE COLLEGE-HOPKINSVILLE	KY	Private for-profit	2-year	Associate's	40.7	39.0
DAYMAR COLLEGE-LOUISVILLE	KY	Private for-profit	2-year	Associate's	41.6	39.9
DECKER COLLEGE INC	KY	Private for-profit	2-year	Unclassified	71.7	62.4
DECKER COLLEGE-LOUISVILLE	KY	Private for-profit	2-year	Unclassified	34.2	34.2
HOPKINSVILLE COMMUNITY COLLEGE	KY	Public	2-year	Associate's	33.9	27.4
NATIONAL COLLEGE OF BUSINESS AND TECH-LEXINGTON	KY	Private for-profit	2-year	Associate's	32.9	32.2
RETS INSTITUTE OF TECHNOLOGY	KY	Private for-profit	2-year	Associate's	44.1	39.7
BATON ROUGE COLLEGE	LA	Private for-profit	2-year	Unclassified	40.3	40.3
BATON ROUGE COMMUNITY COLLEGE	LA	Public	2-year	Unclassified	36.4	31.7
BATON ROUGE SCHOOL OF COMPUTERS	LA	Private for-profit	2-year	Associate's	46.9	43.0
BLUE CLIFF COLLEGE-METAIRIE	LA	Private for-profit	2-year	Unclassified	37.0	32.6
BLUE CLIFF COLLEGE-SHREVEPORT	LA	Private for-profit	2-year	Unclassified	42.1	41.1
BOSSIER PARISH COMMUNITY COLLEGE	LA	Public	2-year	Associate's	29.0	26.3

See notes at end of table.

Exhibit C-2. List of degree-granting Title IV institutions included in this study that were not Historically Black Colleges and Universities (non-HBCUs) but were Black-serving: Fall 2004—Continued

Institution name	State	Sector		Carnegie classification	Percent of undergraduates who were	
		Control	Level		Minority (total)	Black
CAMELOT COLLEGE	LA	Private for-profit	2-year	Associate's	92.9	92.3
CAMERON COLLEGE	LA	Private for-profit	2-year	Associate's	94.5	91.7
CAREER TECHNICAL COLLEGE	LA	Private for-profit	2-year	Unclassified	57.8	57.1
DELGADO COMMUNITY COLLEGE	LA	Public	2-year	Associate's	53.9	46.7
DELTA COLLEGE OF ARTS & TECHNOLOGY	LA	Private for-profit	2-year	Associate's	69.4	68.6
DELTA SCHOOL OF BUSINESS AND TECHNOLOGY	LA	Private for-profit	2-year	Associate's	51.2	50.4
GRETNA CAREER COLLEGE	LA	Private for-profit	2-year	Unclassified	91.8	91.8
HERZING COLLEGE	LA	Private for-profit	4-year	Specialized	40.1	30.1
ITI TECHNICAL COLLEGE	LA	Private for-profit	2-year	Associate's	33.2	29.7
ITT TECHNICAL INSTITUTE	LA	Private for-profit	4-year	Unclassified	53.3	45.0
LOUISIANA STATE UNIVERSITY-EUNICE	LA	Public	2-year	Associate's	26.7	24.7
LOUISIANA TECHNICAL COLLEGE-ALEXANDRIA CAMPUS	LA	Public	2-year	Associate's	46.4	43.1
LOUISIANA TECHNICAL COLLEGE-BASTROP CAMPUS	LA	Public	2-year	Associate's	60.2	58.7
LOUISIANA TECHNICAL COLLEGE-BATON ROUGE CAMPUS	LA	Public	2-year	Associate's	58.1	54.4
LOUISIANA TECHNICAL COLLEGE-DELTA-OUACHITA CAMPUS	LA	Public	2-year	Associate's	31.1	28.7
LOUISIANA TECHNICAL COLLEGE-EVANGELINE CAMPUS	LA	Public	2-year	Associate's	67.2	62.2
LOUISIANA TECHNICAL COLLEGE-FLORIDA PARISHES	LA	Public	2-year	Associate's	31.1	29.1
LOUISIANA TECHNICAL COLLEGE-FOLKES CAMPUS	LA	Public	2-year	Associate's	67.6	65.7
LOUISIANA TECHNICAL COLLEGE-HUEY P LONG CAMPUS	LA	Public	2-year	Associate's	28.9	28.4
LOUISIANA TECHNICAL COLLEGE-JEFFERSON CAMPUS	LA	Public	2-year	Associate's	40.5	32.3
LOUISIANA TECHNICAL COLLEGE-JUMONVILLE MEMORIAL	LA	Public	2-year	Associate's	60.4	59.5
LOUISIANA TECHNICAL COLLEGE-MANSFIELD CAMPUS	LA	Public	2-year	Associate's	49.1	42.9
LOUISIANA TECHNICAL COLLEGE-NORTH CENTRAL CAMPUS	LA	Public	2-year	Associate's	37.7	36.9
LOUISIANA TECHNICAL COLLEGE-NORTHEAST LA CAMPUS	LA	Public	2-year	Associate's	28.0	27.6
LOUISIANA TECHNICAL COLLEGE-NORTHWEST LOUISIANA CA	LA	Public	2-year	Associate's	42.7	41.3

See notes at end of table.

Exhibit C-2. List of degree-granting Title IV institutions included in this study that were not Historically Black Colleges and Universities (non-HBCUs) but were Black-serving: Fall 2004—Continued

Institution name	State	Sector		Carnegie classification	Percent of undergraduates who were	
		Control	Level		Minority (total)	Black
LOUISIANA TECHNICAL COLLEGE-OAKDALE CAMPUS	LA	Public	2-year	Associate's	41.8	37.3
LOUISIANA TECHNICAL COLLEGE-RIVER PARISHES CAMPUS	LA	Public	2-year	Associate's	41.8	39.8
LOUISIANA TECHNICAL COLLEGE-RUSTON CAMPUS	LA	Public	2-year	Unclassified	53.0	50.6
LOUISIANA TECHNICAL COLLEGE-SABINE VALLEY CAMPUS	LA	Public	2-year	Associate's	43.5	28.6
LOUISIANA TECHNICAL COLLEGE-SIDNEY N COLLIER CAMPUS	LA	Public	2-year	Associate's	98.6	96.4
LOUISIANA TECHNICAL COLLEGE-SULLIVIAN CAMPUS	LA	Public	2-year	Associate's	31.0	29.8
LOUISIANA TECHNICAL COLLEGE-T H HARRIS CAMPUS	LA	Public	2-year	Associate's	44.5	43.7
LOUISIANA TECHNICAL COLLEGE-TALLULAH CAMPUS	LA	Public	2-year	Associate's	63.9	62.6
LOUISIANA TECHNICAL COLLEGE-TECHE AREA CAMPUS	LA	Public	2-year	Associate's	29.7	26.6
LOUISIANA TECHNICAL COLLEGE-WEST JEFFERSON CAMPUS	LA	Public	2-year	Unclassified	77.7	73.0
MEDVANCE INSTITUTE OF BATON ROUGE	LA	Private for-profit	2-year	Unclassified	55.0	52.7
METROPOLITAN COMMUNITY COLLEGE	LA	Private for-profit	2-year	Unclassified	72.1	61.5
NORTHWESTERN STATE UNIVERSITY OF LOUISIANA	LA	Public	4-year	Master's	37.8	33.0
NUNEZ COMMUNITY COLLEGE	LA	Public	2-year	Associate's	37.7	32.0
REMINGTON COLLEGE	LA	Private for-profit	2-year	Unclassified	76.8	76.6
REMINGTON COLLEGE-LAFAYETTE CAMPUS	LA	Private for-profit	2-year	Associate's	44.6	40.9
REMINGTON COLLEGE-NEW ORLEANS CAMPUS	LA	Private for-profit	2-year	Associate's	65.1	60.5
RIVER PARISHES COMMUNITY COLLEGE	LA	Public	2-year	Unclassified	33.2	31.4
UNIVERSITY OF LOUISIANA AT MONROE	LA	Public	4-year	Master's	31.5	28.3
UNIVERSITY OF NEW ORLEANS	LA	Public	4-year	Doctoral	39.6	26.2
UNIVERSITY OF PHOENIX-LOUISIANA CAMPUS	LA	Private for-profit	4-year	Unclassified	43.3	39.9
AMERICAN INTERNATIONAL COLLEGE	MA	Private not-for-profit	4-year	Master's	37.7	26.1
ATLANTIC UNION COLLEGE	MA	Private not-for-profit	4-year	Bachelor's	71.4	48.7
BENJAMIN FRANKLIN INSTITUTE OF TECHNOLOGY	MA	Public	4-year	Specialized	56.8	30.8
BUNKER HILL COMMUNITY COLLEGE	MA	Public	2-year	Associate's	58.1	27.7

See notes at end of table.

Exhibit C-2. List of degree-granting Title IV institutions included in this study that were not Historically Black Colleges and Universities (non-HBCUs) but were Black-serving: Fall 2004—Continued

Institution name	State	Sector		Carnegie classification	Percent of undergraduates who were	
		Control	Level		Minority (total)	Black
GIBBS COLLEGE-BOSTON	MA	Private for-profit	2-year	Associate's	52.6	36.4
LABOURE COLLEGE	MA	Private not-for-profit	2-year	Associate's	42.0	32.2
PINE MANOR COLLEGE	MA	Private not-for-profit	4-year	Bachelor's	64.6	47.3
ROXBURY COMMUNITY COLLEGE	MA	Public	2-year	Associate's	91.3	69.2
SPRINGFIELD COLLEGE	MA	Private not-for-profit	4-year	Master's	37.2	27.1
BALTIMORE CITY COMMUNITY COLLEGE	MD	Public	2-year	Associate's	90.9	87.4
BALTIMORE INTERNATIONAL COLLEGE	MD	Private not-for-profit	4-year	Associate's	59.0	51.8
CAPITOL COLLEGE	MD	Private not-for-profit	4-year	Specialized	54.2	43.3
COLLEGE OF NOTRE DAME OF MARYLAND	MD	Private not-for-profit	4-year	Master's	32.4	26.6
COLUMBIA UNION COLLEGE	MD	Private not-for-profit	4-year	Bachelor's	76.2	60.7
MONTGOMERY COLLEGE	MD	Public	2-year	Associate's	52.6	25.3
PRINCE GEORGES COMMUNITY COLLEGE	MD	Public	2-year	Associate's	85.5	77.4
SOJOURNER-DOUGLASS COLLEGE	MD	Private not-for-profit	4-year	Specialized	98.6	98.2
TESST COLLEGE OF TECHNOLOGY-BALTIMORE	MD	Private for-profit	2-year	Unclassified	83.3	81.3
TESST COLLEGE OF TECHNOLOGY-BELTSVILLE	MD	Private for-profit	2-year	Unclassified	91.7	81.3
TESST COLLEGE OF TECHNOLOGY-TOWSON	MD	Private for-profit	2-year	Unclassified	77.7	72.5
THE COMMUNITY COLLEGE OF BALTIMORE COUNTY	MD	Public	2-year	Associate's	37.1	30.5
UNIVERSITY OF BALTIMORE	MD	Public	4-year	Master's	42.0	36.2
UNIVERSITY OF MARYLAND-BALTIMORE	MD	Public	4-year	Doctoral	40.3	26.4
UNIVERSITY OF MARYLAND-UNIVERSITY COLLEGE	MD	Public	4-year	Master's	47.2	35.0
UNIVERSITY OF PHOENIX-MARYLAND	MD	Private for-profit	4-year	Unclassified	42.1	37.4
WASHINGTON BIBLE COLLEGE-CAPITAL BIBLE SEMINARY	MD	Private not-for-profit	4-year	Specialized	49.2	42.7
WOR-WIC COMMUNITY COLLEGE	MD	Public	2-year	Associate's	29.9	26.6
ACADEMY OF COURT REPORTING-CLAWSON	MI	Private for-profit	2-year	Unclassified	72.0	70.5
BAKER COLLEGE CORPORATE SERVICES	MI	Private not-for-profit	4-year	Unclassified	34.0	28.7

See notes at end of table.

Exhibit C-2. List of degree-granting Title IV institutions included in this study that were not Historically Black Colleges and Universities (non-HBCUs) but were Black-serving: Fall 2004—Continued

Institution name	State	Sector		Carnegie classification	Percent of undergraduates who were	
		Control	Level		Minority (total)	Black
BAKER COLLEGE OF ALLEN PARK	MI	Private not-for-profit	4-year	Unclassified	37.0	30.8
BAKER COLLEGE OF FLINT	MI	Private not-for-profit	4-year	Bachelor's	31.0	26.9
DAVENPORT UNIVERSITY	MI	Private not-for-profit	4-year	Specialized	34.4	27.9
HENRY FORD COMMUNITY COLLEGE	MI	Public	2-year	Associate's	34.1	26.7
INTERNATIONAL ACADEMY OF DESIGN AND TECHNOLOGY	MI	Private for-profit	4-year	Unclassified	58.9	55.9
ITT TECHNICAL INSTITUTE	MI	Private for-profit	2-year	Associate's	37.5	32.7
MARYGROVE COLLEGE	MI	Private not-for-profit	4-year	Master's	90.4	88.5
MICHIGAN THEOLOGICAL SEMINARY	MI	Private not-for-profit	4-year	Specialized	30.0	30.0
UNIVERSITY OF DETROIT MERCY	MI	Private not-for-profit	4-year	Master's	42.1	36.2
UNIVERSITY OF PHOENIX-DETROIT CAMPUS	MI	Private for-profit	4-year	Unclassified	54.7	51.5
WAYNE COUNTY COMMUNITY COLLEGE DISTRICT	MI	Public	2-year	Associate's	77.0	73.2
WAYNE STATE UNIVERSITY	MI	Public	4-year	Doctoral	44.0	35.0
WILLIAM TYNDALE COLLEGE	MI	Private not-for-profit	4-year	Bachelor's	35.1	31.6
HIGH-TECH INSTITUTE-MINNESOTA	MN	Private for-profit	2-year	Unclassified	43.5	31.0
MINNEAPOLIS COMMUNITY AND TECHNICAL COLLEGE	MN	Public	2-year	Associate's	41.2	29.0
NATIONAL AMERICAN UNIVERSITY-BROOKLYN CENTER	MN	Private for-profit	4-year	Unclassified	47.9	32.7
NATIONAL AMERICAN UNIVERSITY-MALL OF AMERICA	MN	Private for-profit	4-year	Unclassified	36.5	25.7
WALDEN UNIVERSITY	MN	Private for-profit	4-year	Doctoral	46.7	34.3
ALLIED COLLEGE NORTH	MO	Private for-profit	2-year	Unclassified	81.0	79.2
CONCORDE CAREER INSTITUTE	MO	Private for-profit	2-year	Associate's	50.3	41.2
DEACONESS COLLEGE OF NURSING	MO	Private for-profit	4-year	Specialized	46.0	39.4
FONTBONNE UNIVERSITY	MO	Private not-for-profit	4-year	Master's	35.2	32.7
HIGH-TECH INSTITUTE-KANSAS CITY	MO	Private for-profit	2-year	Unclassified	48.3	41.7
ITT TECHNICAL INSTITUTE	MO	Private for-profit	4-year	Specialized	34.7	31.1
MIDWEST INSTITUTE	MO	Private for-profit	2-year	Unclassified	33.3	31.3

See notes at end of table.

Exhibit C-2. List of degree-granting Title IV institutions included in this study that were not Historically Black Colleges and Universities (non-HBCUs) but were Black-serving: Fall 2004—Continued

Institution name	State	Sector		Carnegie classification	Percent of undergraduates who were	
		Control	Level		Minority (total)	Black
MISSOURI COLLEGE	MO	Private for-profit	2-year	Associate's	42.4	38.7
NATIONAL AMERICAN UNIVERSITY-INDEPENDENCE	MO	Private for-profit	4-year	Unclassified	33.0	26.2
PATRICIA STEVENS COLLEGE	MO	Private for-profit	2-year	Associate's	53.3	52.8
PENN VALLEY COMMUNITY COLLEGE	MO	Public	2-year	Associate's	37.3	28.7
PINNACLE CAREER INSTITUTE	MO	Private for-profit	2-year	Associate's	29.2	27.3
SAINT LOUIS COMMUNITY COLLEGE-FLORISSANT VALLEY	MO	Public	2-year	Associate's	52.2	49.4
SAINT LOUIS COMMUNITY COLLEGE-FOREST PARK	MO	Public	2-year	Associate's	53.9	48.1
SANFORD-BROWN COLLEGE	MO	Private for-profit	4-year	Associate's	26.0	25.3
SANFORD-BROWN COLLEGE	MO	Private for-profit	2-year	Associate's	74.5	71.6
ST LOUIS COLLEGE OF HEALTH CAREERS	MO	Private for-profit	2-year	Unclassified	92.0	90.8
UNIVERSITY OF PHOENIX-ST LOUIS CAMPUS	MO	Private for-profit	4-year	Unclassified	31.8	28.3
VATTEROTT COLLEGE	MO	Private for-profit	4-year	Associate's	67.2	66.9
VATTEROTT COLLEGE	MO	Private for-profit	2-year	Associate's	37.6	32.1
ANTONELLI COLLEGE	MS	Private for-profit	2-year	Associate's	67.1	66.3
ANTONELLI COLLEGE	MS	Private for-profit	2-year	Associate's	59.9	56.9
BELHAVEN COLLEGE	MS	Private not-for-profit	4-year	Bachelor's	44.4	41.7
BLUE CLIFF COLLEGE	MS	Private for-profit	2-year	Unclassified	29.4	25.4
COPIAH-LINCOLN COMMUNITY COLLEGE	MS	Public	2-year	Associate's	36.8	36.4
COPIAH-LINCOLN COMMUNITY COLLEGE-NATCHEZ CAMPUS	MS	Public	2-year	Unclassified	55.4	54.7
DELTA STATE UNIVERSITY	MS	Public	4-year	Master's	38.1	36.8
EAST CENTRAL COMMUNITY COLLEGE	MS	Public	2-year	Associate's	47.0	35.6
EAST MISSISSIPPI COMMUNITY COLLEGE	MS	Public	2-year	Associate's	57.6	56.7
HINDS COMMUNITY COLLEGE	MS	Public	2-year	Associate's	55.2	54.0
HOLMES COMMUNITY COLLEGE	MS	Public	2-year	Associate's	45.4	45.1
ITAWAMBA COMMUNITY COLLEGE	MS	Public	2-year	Associate's	28.7	27.8

See notes at end of table.

Exhibit C-2. List of degree-granting Title IV institutions included in this study that were not Historically Black Colleges and Universities (non-HBCUs) but were Black-serving: Fall 2004—Continued

Institution name	State	Sector		Carnegie classification	Percent of undergraduates who were	
		Control	Level		Minority (total)	Black
JONES COUNTY JUNIOR COLLEGE	MS	Public	2-year	Associate's	31.2	30.1
MERIDIAN COMMUNITY COLLEGE	MS	Public	2-year	Associate's	43.8	40.2
MISSISSIPPI DELTA COMMUNITY COLLEGE	MS	Public	2-year	Associate's	63.0	62.2
MISSISSIPPI UNIVERSITY FOR WOMEN	MS	Public	4-year	Master's	34.5	31.9
NORTHWEST MISSISSIPPI COMMUNITY COLLEGE	MS	Public	2-year	Associate's	31.3	31.3
SOUTHEASTERN BAPTIST COLLEGE	MS	Private not-for-profit	4-year	Specialized	40.2	38.1
SOUTHWEST MISSISSIPPI COMMUNITY COLLEGE	MS	Public	2-year	Associate's	40.0	39.4
UNIVERSITY OF SOUTHERN MISSISSIPPI	MS	Public	4-year	Doctoral	30.8	28.2
VIRGINIA COLLEGE-JACKSON	MS	Private for-profit	2-year	Unclassified	80.0	80.0
WESLEY COLLEGE	MS	Private not-for-profit	4-year	Specialized	37.5	32.5
WILLIAM CAREY COLLEGE	MS	Private not-for-profit	4-year	Master's	37.7	34.2
APEX SCHOOL OF THEOLOGY	NC	Private not-for-profit	4-year	Unclassified	100.0	100.0
ART INSTITUTE OF CHARLOTTE	NC	Private for-profit	2-year	Unclassified	39.1	33.1
BEAUFORT COUNTY COMMUNITY COLLEGE	NC	Public	2-year	Associate's	38.5	36.6
BLADEN COMMUNITY COLLEGE	NC	Public	2-year	Associate's	58.9	43.4
CENTRAL CAROLINA COMMUNITY COLLEGE	NC	Public	2-year	Associate's	32.4	26.1
CENTRAL PIEDMONT COMMUNITY COLLEGE	NC	Public	2-year	Associate's	35.1	29.0
CHOWAN COLLEGE	NC	Private not-for-profit	4-year	Bachelor's	33.6	30.1
COLLEGE OF THE ALBEMARLE	NC	Public	2-year	Associate's	28.0	25.1
DEVRY UNIVERSITY-NORTH CAROLINA	NC	Private for-profit	4-year	Unclassified	73.5	66.2
DURHAM TECHNICAL COMMUNITY COLLEGE	NC	Public	2-year	Associate's	48.0	41.9
EDGECOMBE COMMUNITY COLLEGE	NC	Public	2-year	Associate's	61.5	59.1
FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE	NC	Public	2-year	Associate's	51.3	39.2
FORSYTH TECHNICAL COMMUNITY COLLEGE	NC	Public	2-year	Associate's	28.9	25.0
GUILFORD TECHNICAL COMMUNITY COLLEGE	NC	Public	2-year	Associate's	40.0	34.7

See notes at end of table.

Exhibit C-2. List of degree-granting Title IV institutions included in this study that were not Historically Black Colleges and Universities (non-HBCUs) but were Black-serving: Fall 2004—Continued

Institution name	State	Sector		Carnegie classification	Percent of undergraduates who were	
		Control	Level		Minority (total)	Black
HALIFAX COMMUNITY COLLEGE	NC	Public	2-year	Associate's	58.9	56.0
HOOD THEOLOGICAL SEMINARY	NC	Private not-for-profit	4-year	Specialized	87.5	87.5
JAMES SPRUNT COMMUNITY COLLEGE	NC	Public	2-year	Associate's	43.4	39.9
JOHN WESLEY COLLEGE	NC	Private not-for-profit	4-year	Specialized	34.7	31.8
JOHNSON & WALES UNIVERSITY-CHARLOTTE	NC	Private not-for-profit	4-year	Unclassified	33.7	28.0
KINGS COLLEGE	NC	Private for-profit	2-year	Unclassified	47.3	39.3
LENOIR COMMUNITY COLLEGE	NC	Public	2-year	Associate's	44.4	42.7
LOUISBURG COLLEGE	NC	Private not-for-profit	2-year	Associate's	51.1	46.9
MARTIN COMMUNITY COLLEGE	NC	Public	2-year	Associate's	57.2	56.4
MILLER-MOTTE TECHNICAL COLLEGE	NC	Private for-profit	2-year	Associate's	31.7	29.4
MOUNT OLIVE COLLEGE	NC	Private not-for-profit	4-year	Bachelor's	34.5	31.1
NASH COMMUNITY COLLEGE	NC	Public	2-year	Associate's	39.7	36.0
NEW LIFE THEOLOGICAL SEMINARY	NC	Private not-for-profit	4-year	Unclassified	60.7	42.9
NORTH CAROLINA WESLEYAN COLLEGE	NC	Private not-for-profit	4-year	Bachelor's	49.5	45.6
PAMLICO COMMUNITY COLLEGE	NC	Public	2-year	Associate's	42.5	39.3
PIEDMONT COMMUNITY COLLEGE	NC	Public	2-year	Associate's	40.8	38.5
PITT COMMUNITY COLLEGE	NC	Public	2-year	Associate's	35.6	31.6
RICHMOND COMMUNITY COLLEGE	NC	Public	2-year	Associate's	43.6	33.1
ROANOKE-CHOWAN COMMUNITY COLLEGE	NC	Public	2-year	Associate's	67.8	65.9
SAMPSON COMMUNITY COLLEGE	NC	Public	2-year	Associate's	45.3	36.9
SANDHILLS COMMUNITY COLLEGE	NC	Public	2-year	Associate's	33.7	26.4
SCHOOL OF COMMUNICATION ARTS	NC	Private for-profit	2-year	Unclassified	35.4	30.7
SOUTH PIEDMONT COMMUNITY COLLEGE	NC	Public	2-year	Associate's	40.8	38.0
SOUTHEASTERN COMMUNITY COLLEGE	NC	Public	2-year	Associate's	37.7	31.5
UNIVERSITY OF PHOENIX-NORTH CAROLINA CAMPUS	NC	Private for-profit	4-year	Unclassified	53.7	48.5

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Exhibit C-2. List of degree-granting Title IV institutions included in this study that were not Historically Black Colleges and Universities (non-HBCUs) but were Black-serving: Fall 2004—Continued

Institution name	State	Sector		Carnegie classification	Percent of undergraduates who were	
		Control	Level		Minority (total)	Black
VANCE-GRANVILLE COMMUNITY COLLEGE	NC	Public	2-year	Associate's	50.5	48.1
WAYNE COMMUNITY COLLEGE	NC	Public	2-year	Associate's	38.4	32.9
WILSON TECHNICAL COMMUNITY COLLEGE	NC	Public	2-year	Associate's	50.8	48.0
WINSTON SALEM BIBLE COLLEGE	NC	Private not-for-profit	4-year	Unclassified	57.1	57.1
HAMILTON COLLEGE-OMAHA CAMPUS	NE	Private for-profit	4-year	Associate's	31.6	28.0
BLOOMFIELD COLLEGE	NJ	Private not-for-profit	4-year	Bachelor's	83.0	58.4
DEVRY UNIVERSITY-NEW JERSEY	NJ	Private for-profit	4-year	Associate's	55.7	28.1
ESSEX COUNTY COLLEGE	NJ	Public	2-year	Associate's	79.5	56.3
MERCER COUNTY COMMUNITY COLLEGE	NJ	Public	2-year	Associate's	39.1	25.4
SOMERSET CHRISTIAN COLLEGE	NJ	Private not-for-profit	2-year	Unclassified	63.5	36.5
UNIVERSITY OF PHOENIX-JERSEY CITY	NJ	Private for-profit	4-year	Unclassified	67.6	41.5
HIGH-TECH INSTITUTE-LAS VEGAS	NV	Private for-profit	2-year	Unclassified	58.2	28.0
LAS VEGAS COLLEGE	NV	Private for-profit	2-year	Associate's	45.5	26.3
AMERICAN ACADEMY MCALLISTER INST OF FUNERAL SERV	NY	Private not-for-profit	2-year	Associate's	53.8	36.4
BRIARCLIFFE COLLEGE	NY	Private for-profit	4-year	Associate's	53.4	30.8
BRYANT AND STRATTON COLLEGE-ALBANY	NY	Private for-profit	2-year	Associate's	56.8	47.3
BRYANT AND STRATTON COLLEGE-BUFFALO	NY	Private for-profit	2-year	Associate's	86.4	77.9
BRYANT AND STRATTON COLLEGE-HENRIETTA	NY	Private for-profit	2-year	Unclassified	44.9	39.1
BRYANT AND STRATTON COLLEGE-MAIN SYRACUSE	NY	Private for-profit	2-year	Associate's	51.9	44.5
BRYANT AND STRATTON COLLEGE-ROCHESTER	NY	Private for-profit	2-year	Associate's	47.8	41.9
BUSINESS INFORMATICS CENTER INC	NY	Private for-profit	2-year	Unclassified	52.5	36.6
COCHRAN SCHOOL OF NURSING	NY	Private not-for-profit	2-year	Associate's	61.0	33.6
CUNY BROOKLYN COLLEGE	NY	Public	4-year	Master's	50.9	29.0
CUNY KINGSBOROUGH COMMUNITY COLLEGE	NY	Public	2-year	Associate's	55.4	31.4
CUNY MEDGAR EVERS COLLEGE	NY	Public	4-year	Bachelor's	91.7	85.5

See notes at end of table.

Exhibit C-2. List of degree-granting Title IV institutions included in this study that were not Historically Black Colleges and Universities (non-HBCUs) but were Black-serving: Fall 2004—Continued

Institution name	State	Sector		Carnegie classification	Percent of undergraduates who were	
		Control	Level		Minority (total)	Black
CUNY QUEENSBOROUGH COMMUNITY COLLEGE	NY	Public	2-year	Associate's	70.1	27.3
CUNY YORK COLLEGE	NY	Public	4-year	Bachelor's	85.5	57.0
DOROTHEA HOPFER SCHOOL OF NURSING-MT VERNON HOSP	NY	Private not-for-profit	2-year	Associate's	84.6	63.9
HELENE FULD COLLEGE OF NURSING	NY	Private not-for-profit	2-year	Associate's	95.7	90.8
INSTITUTE OF DESIGN AND CONSTRUCTION	NY	Private not-for-profit	2-year	Associate's	58.9	34.4
LONG ISLAND COLLEGE HOSPITAL SCHOOL OF NURSING	NY	Private not-for-profit	2-year	Associate's	62.6	43.9
LONG ISLAND UNIVERSITY-BROOKLYN CAMPUS	NY	Private not-for-profit	4-year	Master's	76.2	46.4
MILDRED ELLEY SCHOOL	NY	Private for-profit	2-year	Associate's	40.9	31.2
MONROE COLLEGE-NEW ROCHELLE	NY	Private for-profit	4-year	Unclassified	83.0	67.5
NEW YORK CAREER INSTITUTE	NY	Private for-profit	2-year	Associate's	60.3	37.7
NYACK COLLEGE	NY	Private not-for-profit	4-year	Master's	63.9	36.4
ROCHESTER BUSINESS INSTITUTE	NY	Private for-profit	2-year	Associate's	49.0	35.8
SAINT JOSEPHS COLLEGE-MAIN CAMPUS	NY	Private not-for-profit	4-year	Bachelor's	55.7	38.8
SULLIVAN COUNTY COMMUNITY COLLEGE	NY	Public	2-year	Associate's	41.6	28.0
SUNY COLLEGE AT OLD WESTBURY	NY	Public	4-year	Bachelor's	58.1	30.5
SUNY HEALTH SCIENCE CENTER AT BROOKLYN	NY	Public	4-year	Specialized	64.4	51.4
THE COLLEGE OF NEW ROCHELLE	NY	Private not-for-profit	4-year	Master's	92.1	75.1
TROCAIRE COLLEGE	NY	Private not-for-profit	2-year	Associate's	30.7	26.2
VILLA MARIA COLLEGE BUFFALO	NY	Private not-for-profit	2-year	Associate's	33.9	30.6
ACADEMY OF COURT REPORTING-AKRON	OH	Private for-profit	2-year	Unclassified	30.6	29.1
ACADEMY OF COURT REPORTING-CINCINNATI	OH	Private for-profit	2-year	Unclassified	50.1	48.8
ACADEMY OF COURT REPORTING-CLEVELAND	OH	Private for-profit	2-year	Associate's	62.7	58.2
ACADEMY OF COURT REPORTING-COLUMBUS	OH	Private for-profit	2-year	Unclassified	46.0	43.6
AEC-SOUTHERN OHIO COLLEGE	OH	Private for-profit	2-year	Associate's	47.4	46.2
ATS INSTITUTE OF TECHNOLOGY	OH	Private for-profit	2-year	Unclassified	26.7	26.7

See notes at end of table.

Exhibit C-2. List of degree-granting Title IV institutions included in this study that were not Historically Black Colleges and Universities (non-HBCUs) but were Black-serving: Fall 2004—Continued

Institution name	State	Sector		Carnegie classification	Percent of undergraduates who were	
		Control	Level		Minority (total)	Black
BRADFORD SCHOOL	OH	Private for-profit	2-year	Associate's	33.4	31.2
BROWN MACKIE COLLEGE-AKRON	OH	Private for-profit	2-year	Associate's	45.5	43.6
BRYANT AND STRATTON COLLEGE-CLEVELAND	OH	Private for-profit	4-year	Specialized	93.3	90.9
BRYANT AND STRATTON COLLEGE-WILLOUGHBY HILLS	OH	Private for-profit	2-year	Unclassified	63.8	62.5
CHATFIELD COLLEGE	OH	Private not-for-profit	2-year	Associate's	30.7	29.4
CINCINNATI STATE TECHNICAL AND COMMUNITY COLLEGE	OH	Public	2-year	Associate's	29.6	27.8
COMPUTER QUEST LTD DBA QUEST CAREER COLLEGE	OH	Private for-profit	2-year	Unclassified	61.3	58.1
CUYAHOGA COMMUNITY COLLEGE DISTRICT	OH	Public	2-year	Associate's	36.7	30.9
DAVID N MYERS UNIVERSITY	OH	Private not-for-profit	4-year	Specialized	63.1	58.6
DAVIS COLLEGE	OH	Private for-profit	2-year	Associate's	31.8	29.0
EDUTEK COLLEGE	OH	Private not-for-profit	2-year	Unclassified	52.4	50.0
ETI TECHNICAL COLLEGE	OH	Private for-profit	2-year	Associate's	30.8	26.5
INTERNATIONAL COLLEGE OF BROADCASTING	OH	Private for-profit	2-year	Associate's	47.5	47.5
ITT TECHNICAL INSTITUTE	OH	Private for-profit	2-year	Associate's	31.2	29.6
MIAMI-JACOBS COLLEGE	OH	Private for-profit	2-year	Associate's	53.3	52.3
NATIONAL INSTITUTE OF TECHNOLOGY	OH	Private not-for-profit	2-year	Unclassified	39.3	37.8
NOTRE DAME COLLEGE	OH	Private not-for-profit	4-year	Bachelor's	26.7	24.5
OHIO INSTITUTE OF HEALTH CAREERS	OH	Private for-profit	2-year	Unclassified	43.6	40.9
PROFESSIONAL SKILLS INSTITUTE	OH	Private for-profit	2-year	Unclassified	53.1	49.1
REMINGTON COLLEGE	OH	Private for-profit	2-year	Associate's	80.8	76.6
SOUTHWESTERN COLLEGE	OH	Private for-profit	2-year	Unclassified	48.6	47.2
SOUTHWESTERN COLLEGE OF BUSINESS	OH	Private for-profit	2-year	Unclassified	92.6	92.2
SOUTHWESTERN COLLEGE OF BUSINESS	OH	Private for-profit	2-year	Associate's	81.5	76.3
TECHNOLOGY EDUCATION COLLEGE	OH	Private for-profit	2-year	Associate's	51.2	46.8
TRUMBULL BUSINESS COLLEGE	OH	Private for-profit	2-year	Associate's	29.2	26.8

See notes at end of table.

Exhibit C-2. List of degree-granting Title IV institutions included in this study that were not Historically Black Colleges and Universities (non-HBCUs) but were Black-serving: Fall 2004—Continued

Institution name	State	Sector		Carnegie classification	Percent of undergraduates who were	
		Control	Level		Minority (total)	Black
UNION INSTITUTE & UNIVERSITY	OH	Private not-for-profit	4-year	Doctoral	43.6	31.8
UNIVERSITY OF PHOENIX-CLEVELAND CAMPUS	OH	Private for-profit	4-year	Unclassified	32.4	29.3
UNIVERSITY OF PHOENIX-COLUMBUS OHIO CAMPUS	OH	Private for-profit	4-year	Unclassified	32.2	28.4
VATTEROTT COLLEGE-CLEVELAND	OH	Private for-profit	2-year	Unclassified	45.0	43.4
COMMUNITY CARE COLLEGE	OK	Private for-profit	2-year	Unclassified	39.5	25.3
METROPOLITAN COLLEGE	OK	Private not-for-profit	4-year	Unclassified	34.9	27.3
PLATT COLLEGE	OK	Private for-profit	2-year	Unclassified	40.2	36.1
VATTEROTT COLLEGE	OK	Private for-profit	2-year	Unclassified	42.2	31.7
ART INSTITUTE OF PHILADELPHIA	PA	Private for-profit	4-year	Associate's	44.0	30.0
BEREAN INSTITUTE	PA	Private not-for-profit	2-year	Unclassified	99.0	94.8
BIDWELL TRAINING CENTER INC	PA	Private not-for-profit	2-year	Unclassified	57.8	55.5
CHESTNUT HILL COLLEGE	PA	Private not-for-profit	4-year	Master's	47.5	40.1
CHI INSTITUTE-RETS CAMPUS	PA	Private for-profit	2-year	Associate's	49.3	41.2
CITTONE INSTITUTE	PA	Private for-profit	2-year	Unclassified	41.3	28.4
CITTONE INSTITUTE	PA	Private for-profit	2-year	Unclassified	56.5	53.1
COMMUNITY COLLEGE OF PHILADELPHIA	PA	Public	2-year	Associate's	67.4	53.5
DEVRY UNIVERSITY-PENNSYLVANIA	PA	Private for-profit	4-year	Unclassified	52.8	43.1
DUFF'S BUSINESS INSTITUTE	PA	Private for-profit	2-year	Associate's	55.8	54.2
ERIE BUSINESS CENTER	PA	Private for-profit	2-year	Associate's	28.5	25.2
ICM SCHOOL OF BUSINESS AND MEDICAL CAREERS	PA	Private for-profit	2-year	Associate's	49.7	48.2
INTERNATIONAL ACADEMY OF DESIGN AND TECHNOLOGY	PA	Private for-profit	2-year	Associate's	44.7	44.0
ITT TECHNICAL INSTITUTE	PA	Private for-profit	2-year	Unclassified	45.2	26.5
ITT TECHNICAL INSTITUTE	PA	Private for-profit	2-year	Unclassified	54.0	41.7
JNA INSTITUTE OF CULINARY ARTS	PA	Private for-profit	2-year	Associate's	78.2	65.4
KATHARINE GIBBS SCHOOL	PA	Private for-profit	2-year	Unclassified	62.0	55.9

See notes at end of table.

Exhibit C-2. List of degree-granting Title IV institutions included in this study that were not Historically Black Colleges and Universities (non-HBCUs) but were Black-serving: Fall 2004—Continued

Institution name	State	Sector		Carnegie classification	Percent of undergraduates who were	
		Control	Level		Minority (total)	Black
LINCOLN TECHNICAL INSTITUTE	PA	Private for-profit	2-year	Associate's	71.2	49.8
METROPOLITAN CAREER CENTER COMPUTER TECHNOLOGY INS	PA	Private not-for-profit	2-year	Unclassified	94.1	85.9
ORLEANS TECH INSTITUTE-CENTER CITY CAMPUS	PA	Private not-for-profit	2-year	Unclassified	31.1	26.7
PEIRCE COLLEGE	PA	Private not-for-profit	4-year	Associate's	62.9	55.4
PENNCO TECH	PA	Private for-profit	2-year	Associate's	37.6	25.3
PENNSYLVANIA INSTITUTE OF TECHNOLOGY	PA	Private not-for-profit	2-year	Associate's	33.0	30.7
PJA SCHOOL	PA	Private for-profit	2-year	Associate's	65.4	59.3
ROSEDALE TECHNICAL INSTITUTE	PA	Private not-for-profit	2-year	Associate's	29.6	28.6
ROSEMONT COLLEGE	PA	Private not-for-profit	4-year	Bachelor's	44.6	32.3
UNIVERSITY OF PHOENIX-PHILADELPHIA CAMPUS	PA	Private for-profit	4-year	Unclassified	41.6	36.0
WESTERN SCHOOL OF HEALTH AND BUSINESS CAREERS	PA	Private for-profit	2-year	Associate's	38.8	38.8
AIKEN TECHNICAL COLLEGE	SC	Public	2-year	Associate's	39.7	37.0
CENTRAL CAROLINA TECHNICAL COLLEGE	SC	Public	2-year	Associate's	50.3	47.6
CHARLESTON SOUTHERN UNIVERSITY	SC	Private not-for-profit	4-year	Master's	35.1	31.1
COKER COLLEGE	SC	Private not-for-profit	4-year	Bachelor's	45.2	42.8
COLUMBIA COLLEGE	SC	Private not-for-profit	4-year	Bachelor's	48.0	44.7
FLORENCE DARLINGTON TECHNICAL COLLEGE	SC	Public	2-year	Associate's	47.7	46.2
FORREST JUNIOR COLLEGE	SC	Private for-profit	2-year	Associate's	39.9	39.9
FRANCIS MARION UNIVERSITY	SC	Public	4-year	Master's	43.5	40.7
ITT TECHNICAL INSTITUTE	SC	Private for-profit	4-year	Associate's	48.7	44.7
LIMESTONE COLLEGE	SC	Private not-for-profit	4-year	Bachelor's	48.4	45.7
MIDLANDS TECHNICAL COLLEGE	SC	Public	2-year	Associate's	42.4	37.5
MILLER-MOTTE TECHNICAL COLLEGE	SC	Private for-profit	2-year	Unclassified	67.1	64.2
NEWBERRY COLLEGE	SC	Private not-for-profit	4-year	Bachelor's	28.0	26.1
NORTHEASTERN TECHNICAL COLLEGE	SC	Public	2-year	Associate's	49.6	46.6

See notes at end of table.

Exhibit C-2. List of degree-granting Title IV institutions included in this study that were not Historically Black Colleges and Universities (non-HBCUs) but were Black-serving: Fall 2004—Continued

Institution name	State	Sector		Carnegie classification	Percent of undergraduates who were	
		Control	Level		Minority (total)	Black
ORANGEBURG CALHOUN TECHNICAL COLLEGE	SC	Public	2-year	Associate's	61.1	59.7
PIEDMONT TECHNICAL COLLEGE	SC	Public	2-year	Associate's	39.4	38.1
SOUTH UNIVERSITY	SC	Private for-profit	4-year	Associate's	89.2	88.1
SOUTHERN METHODIST COLLEGE	SC	Private not-for-profit	4-year	Specialized	52.7	52.7
SOUTHERN WESLEYAN UNIVERSITY	SC	Private not-for-profit	4-year	Master's	38.0	35.5
SPARTANBURG METHODIST COLLEGE	SC	Private not-for-profit	2-year	Associate's	36.5	34.2
SPARTANBURG TECHNICAL COLLEGE	SC	Public	2-year	Associate's	33.2	28.9
TECHNICAL COLLEGE OF THE LOWCOUNTRY	SC	Public	2-year	Associate's	50.9	44.9
TRIDENT TECHNICAL COLLEGE	SC	Public	2-year	Associate's	33.1	28.6
UNIVERSITY OF SOUTH CAROLINA UPSTATE	SC	Public	4-year	Bachelor's	31.3	26.6
UNIVERSITY OF SOUTH CAROLINA-AIKEN	SC	Public	4-year	Bachelor's	28.3	25.7
UNIVERSITY OF SOUTH CAROLINA-SALKEHATCHIE	SC	Public	2-year	Associate's	42.4	39.8
UNIVERSITY OF SOUTH CAROLINA-SUMTER	SC	Public	2-year	Associate's	33.9	27.8
WILLIAMSBURG TECHNICAL COLLEGE	SC	Public	2-year	Associate's	71.7	71.3
WINTHROP UNIVERSITY	SC	Public	4-year	Master's	30.1	27.3
YORK TECHNICAL COLLEGE	SC	Public	2-year	Associate's	28.6	24.8
AMERICAN BAPTIST COLLEGE	TN	Private not-for-profit	4-year	Specialized	94.2	94.2
BAPTIST MEMORIAL COLLEGE OF HEALTH SCIENCES	TN	Private not-for-profit	4-year	Associate's	34.9	32.2
CHRISTIAN BROTHERS UNIVERSITY	TN	Private not-for-profit	4-year	Master's	45.4	38.0
CONCORDE CAREER COLLEGE	TN	Private for-profit	2-year	Unclassified	68.4	67.6
CRICHTON COLLEGE	TN	Private not-for-profit	4-year	Bachelor's	61.3	59.9
DRAUGHONS JUNIOR COLLEGE	TN	Private for-profit	2-year	Associate's	39.9	33.2
DRAUGHONS JUNIOR COLLEGE INC	TN	Private for-profit	2-year	Associate's	53.9	48.4
DRAUGHONS JUNIOR COLLEGE-MURFREESBORO	TN	Private for-profit	2-year	Unclassified	29.2	26.1
ELECTRONIC COMPUTER PROGRAMMING COLLEGE INC	TN	Private for-profit	2-year	Associate's	38.0	38.0

See notes at end of table.

Exhibit C-2. List of degree-granting Title IV institutions included in this study that were not Historically Black Colleges and Universities (non-HBCUs) but were Black-serving: Fall 2004—Continued

Institution name	State	Sector		Carnegie classification	Percent of undergraduates who were	
		Control	Level		Minority (total)	Black
HIGH-TECH INSTITUTE-MEMPHIS	TN	Private for-profit	2-year	Unclassified	79.8	78.4
HIGH-TECH INSTITUTE-NASHVILLE	TN	Private for-profit	2-year	Unclassified	40.1	35.8
ITT TECHNICAL INSTITUTE	TN	Private for-profit	4-year	Specialized	32.4	25.8
ITT TECHNICAL INSTITUTE	TN	Private for-profit	4-year	Associate's	74.3	70.8
MILLER-MOTTE TECHNICAL COLLEGE	TN	Private for-profit	2-year	Associate's	36.4	30.1
NASHVILLE STATE TECHNICAL COMMUNITY COLLEGE	TN	Public	2-year	Associate's	34.3	27.8
NATIONAL COLLEGE OF BUSINESS AND TECH-NASHVILLE	TN	Private for-profit	2-year	Associate's	67.0	64.1
NOSSI COLLEGE OF ART	TN	Private for-profit	4-year	Associate's	35.1	30.7
REMINGTON COLLEGE-MEMPHIS CAMPUS	TN	Private for-profit	4-year	Unclassified	93.3	93.0
REMINGTON COLLEGE-NASHVILLE CAMPUS	TN	Private for-profit	2-year	Unclassified	55.4	50.3
SOUTHEASTERN CAREER COLLEGE-NASHVILLE	TN	Private for-profit	2-year	Unclassified	43.4	40.4
SOUTHWEST TENNESSEE COMMUNITY COLLEGE	TN	Public	2-year	Associate's	62.5	58.9
UNIVERSITY OF MEMPHIS	TN	Public	4-year	Doctoral	42.2	37.9
UNIVERSITY OF PHOENIX-MEMPHIS CAMPUS	TN	Private for-profit	4-year	Unclassified	78.7	76.2
VATTEROTT COLLEGE-MEMPHIS	TN	Private for-profit	2-year	Unclassified	84.3	81.9
WILLIAM MOORE COLLEGE OF TECHNOLOGY	TN	Private not-for-profit	2-year	Unclassified	49.3	49.3
ARGOSY UNIVERSITY-DALLAS CAMPUS	TX	Private for-profit	4-year	Unclassified	38.9	38.9
AUSTIN GRADUATE SCHOOL OF THEOLOGY	TX	Private not-for-profit	4-year	Specialized	48.3	44.8
BAPTIST MISSIONARY ASSOCIATION THEOLOGICAL SEMINAR	TX	Private not-for-profit	4-year	Specialized	27.5	27.5
CEDAR VALLEY COLLEGE	TX	Public	2-year	Associate's	68.2	54.4
CENTRAL TEXAS COLLEGE	TX	Public	2-year	Associate's	50.6	30.1
COMMONWEALTH INSTITUTE OF FUNERAL SERVICE	TX	Private not-for-profit	2-year	Associate's	48.2	30.5
COURT REPORTING INSTITUTE-WHEELER INSTITUTE OF TEX	TX	Private for-profit	2-year	Associate's	56.1	30.8
DALLAS INSTITUTE OF FUNERAL SERVICE	TX	Private not-for-profit	2-year	Associate's	40.6	28.6
DEVRY UNIVERSITY-TEXAS	TX	Private for-profit	4-year	Specialized	59.9	34.4

See notes at end of table.

Exhibit C-2. List of degree-granting Title IV institutions included in this study that were not Historically Black Colleges and Universities (non-HBCUs) but were Black-serving: Fall 2004—Continued

Institution name	State	Sector		Carnegie classification	Percent of undergraduates who were	
		Control	Level		Minority (total)	Black
EVEREST COLLEGE	TX	Private for-profit	2-year	Unclassified	92.2	85.3
K D STUDIO	TX	Private for-profit	2-year	Associate's	52.9	39.7
LAMAR INSTITUTE OF TECHNOLOGY	TX	Public	2-year	Unclassified	43.4	33.4
LAMAR STATE COLLEGE-PORT ARTHUR	TX	Public	2-year	Associate's	50.9	31.8
NORTHWOOD UNIVERSITY	TX	Private not-for-profit	4-year	Unclassified	59.0	35.7
SOUTHEASTERN CAREER INSTITUTE	TX	Private for-profit	2-year	Unclassified	54.3	34.3
TEXAS STATE TECHNICAL COLLEGE-MARSHALL	TX	Public	2-year	Unclassified	33.0	26.7
UNIVERSITY OF PHOENIX-HOUSTON CAMPUS	TX	Private for-profit	4-year	Unclassified	42.3	28.8
WADE COLLEGE	TX	Private for-profit	2-year	Associate's	53.3	34.4
ADVANCED TECHNOLOGY INSTITUTE	VA	Private for-profit	2-year	Unclassified	39.1	28.8
ARGOSY UNIVERSITY-WASHINGTON DC CAMPUS	VA	Private for-profit	4-year	Specialized	56.5	52.2
AVERETT UNIVERSITY	VA	Private not-for-profit	4-year	Master's	35.8	31.7
AVIATION INSTITUTE OF MAINTENANCE-VIRGINIA BEACH	VA	Private for-profit	2-year	Unclassified	51.7	41.3
BETA TECH	VA	Private for-profit	2-year	Unclassified	76.3	71.7
BRYANT AND STRATTON COLLEGE-RICHMOND	VA	Private for-profit	4-year	Associate's	83.0	79.2
BRYANT AND STRATTON COLLEGE-VIRGINIA BEACH	VA	Private for-profit	4-year	Associate's	74.1	69.0
DANVILLE COMMUNITY COLLEGE	VA	Public	2-year	Associate's	34.7	33.7
DEVRY UNIVERSITY-VIRGINIA	VA	Private for-profit	4-year	Unclassified	78.8	61.1
EASTERN SHORE COMMUNITY COLLEGE	VA	Public	2-year	Associate's	37.4	35.1
ECPI COLLEGE OF TECHNOLOGY	VA	Private for-profit	4-year	Associate's	51.2	43.4
ECPI TECHNICAL COLLEGE	VA	Private for-profit	4-year	Associate's	46.0	41.0
ECPI TECHNICAL COLLEGE	VA	Private for-profit	2-year	Associate's	27.9	25.6
GIBBS COLLEGE	VA	Private for-profit	4-year	Unclassified	78.9	55.5
ITT TECHNICAL INSTITUTE	VA	Private for-profit	4-year	Associate's	65.3	58.2
ITT TECHNICAL INSTITUTE	VA	Private for-profit	4-year	Unclassified	56.6	53.9

See notes at end of table.

Exhibit C-2. List of degree-granting Title IV institutions included in this study that were not Historically Black Colleges and Universities (non-HBCUs) but were Black-serving: Fall 2004—Continued

Institution name	State	Sector		Carnegie classification	Percent of undergraduates who were	
		Control	Level		Minority (total)	Black
ITT TECHNICAL INSTITUTE	VA	Private for-profit	4-year	Unclassified	81.6	59.7
J SARGEANT REYNOLDS COMMUNITY COLLEGE	VA	Public	2-year	Associate's	37.4	31.6
JOHN TYLER COMMUNITY COLLEGE	VA	Public	2-year	Associate's	30.5	25.1
JOHNSON & WALES UNIVERSITY-NORFOLK	VA	Private not-for-profit	4-year	Associate's	39.6	32.1
MEDICAL CAREERS INSTITUTE	VA	Private for-profit	2-year	Unclassified	57.5	52.1
MILLER-MOTTE TECHNICAL COLLEGE	VA	Private for-profit	2-year	Unclassified	36.7	35.9
NATIONAL COLLEGE OF BUSINESS AND TECHNOLOGY-SALEM	VA	Private for-profit	4-year	Associate's	40.0	38.7
PARKS COLLEGE	VA	Private for-profit	2-year	Unclassified	96.1	85.7
PAUL D CAMP COMMUNITY COLLEGE	VA	Public	2-year	Associate's	39.2	37.2
POTOMAC COLLEGE	VA	Private for-profit	4-year	Unclassified	72.8	58.7
SOUTHSIDE VIRGINIA COMMUNITY COLLEGE	VA	Public	2-year	Associate's	40.7	39.0
STRATFORD UNIVERSITY	VA	Private for-profit	4-year	Unclassified	63.5	45.3
TESST COLLEGE OF TECHNOLOGY-ALEXANDRIA	VA	Private for-profit	2-year	Unclassified	84.5	75.6
THE ART INSTITUTE OF WASHINGTON	VA	Private for-profit	4-year	Unclassified	59.0	39.7
THE CHUBB INSTITUTE-ARLINGTON	VA	Private not-for-profit	2-year	Unclassified	76.3	51.9
THOMAS NELSON COMMUNITY COLLEGE	VA	Public	2-year	Associate's	42.8	35.0
TIDEWATER COMMUNITY COLLEGE	VA	Public	2-year	Associate's	39.3	29.1
TIDEWATER TECH	VA	Private for-profit	2-year	Unclassified	62.4	55.7
UNIVERSITY OF PHOENIX-NORTHERN VIRGINIA CAMPUS	VA	Private for-profit	4-year	Unclassified	41.2	30.1
CROWN COLLEGE	WA	Private for-profit	4-year	Bachelor's	41.4	26.6
BRYANT AND STRATTON COLLEGE-MILWAUKEE	WI	Private for-profit	4-year	Associate's	86.5	81.2
DEVRY UNIVERSITY-WISCONSIN	WI	Private for-profit	4-year	Unclassified	67.1	64.3

NOTE: Data are limited to degree-granting Title IV institutions that were located in the 50 states and the District of Columbia and had reported undergraduate enrollment in the survey year. Black-serving non-HBCUs are institutions that are not HBCU but in which 25 percent or more of the total undergraduate enrollment are Blacks (see detailed definition in report text). "Title IV institutions" are those that have signed Title IV participation agreements with the U.S. Department of Education, making them eligible for the federal student aid programs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2004.

Exhibit C-3. List of degree-granting Title IV institutions included in this study that were Hispanic-serving: Fall 2004

Institution name	State	Sector		Carnegie classification	Percent of undergraduates who were	
		Control	Level		Minority (total)	Hispanic
APOLLO COLLEGE-PHOENIX INC	AZ	Private for-profit	2-year	Unclassified	55.9	35.0
ARIZONA AUTOMOTIVE INSTITUTE	AZ	Private for-profit	2-year	Associate's	65.6	44.6
ARIZONA WESTERN COLLEGE	AZ	Public	2-year	Associate's	68.2	61.5
CENTRAL ARIZONA COLLEGE	AZ	Public	2-year	Associate's	45.8	33.7
CHAPARRAL COLLEGE	AZ	Private for-profit	4-year	Specialized	56.4	36.0
COCHISE COLLEGE	AZ	Public	2-year	Associate's	41.3	30.6
ESTRELLA MOUNTAIN COMMUNITY COLLEGE	AZ	Public	2-year	Associate's	48.2	35.1
EVEREST COLLEGE	AZ	Private for-profit	2-year	Associate's	59.2	36.2
GATEWAY COMMUNITY COLLEGE	AZ	Public	2-year	Associate's	43.8	25.5
HIGH-TECH INSTITUTE-PHOENIX	AZ	Private for-profit	2-year	Associate's	60.9	33.3
INTERNATIONAL INSTITUTE OF THE AMERICAS	AZ	Private not-for-profit	4-year	Associate's	66.2	36.3
INTERNATIONAL INSTITUTE OF THE AMERICAS	AZ	Private not-for-profit	4-year	Associate's	69.3	48.3
INTERNATIONAL INSTITUTE OF THE AMERICAS	AZ	Private not-for-profit	4-year	Associate's	55.8	32.1
INTERNATIONAL INSTITUTE OF THE AMERICAS	AZ	Private not-for-profit	4-year	Associate's	66.9	49.6
ITT TECHNICAL INSTITUTE	AZ	Private for-profit	4-year	Associate's	48.4	34.0
LAMSON COLLEGE	AZ	Private for-profit	2-year	Associate's	43.7	25.2
PHOENIX COLLEGE	AZ	Public	2-year	Associate's	55.1	38.1
PIMA COMMUNITY COLLEGE	AZ	Public	2-year	Associate's	41.8	30.7
PIMA MEDICAL INSTITUTE	AZ	Private for-profit	2-year	Unclassified	57.1	48.5
PIMA MEDICAL INSTITUTE	AZ	Private for-profit	2-year	Unclassified	46.8	26.3
REFRIGERATION SCHOOL INC	AZ	Private for-profit	2-year	Associate's	45.5	31.1
REMINGTON COLLEGE	AZ	Private for-profit	4-year	Associate's	69.5	34.7
SOUTH MOUNTAIN COMMUNITY COLLEGE	AZ	Public	2-year	Associate's	68.7	46.4
THE ART CENTER DESIGN COLLEGE-TUCSON	AZ	Private for-profit	4-year	Associate's	27.0	24.7
THE BRYMAN SCHOOL	AZ	Private for-profit	2-year	Associate's	60.5	39.5

See notes at end of table.

Exhibit C-3. List of degree-granting Title IV institutions included in this study that were Hispanic-serving: Fall 2004—Continued

Institution name	State	Sector		Carnegie classification	Percent of undergraduates who were	
		Control	Level		Minority (total)	Hispanic
TUCSON DESIGN COLLEGE	AZ	Private for-profit	2-year	Unclassified	35.4	25.3
UNIVERSITY OF PHOENIX-SOUTHERN ARIZONA CAMPUS	AZ	Private for-profit	4-year	Unclassified	36.9	26.6
ALLAN HANCOCK COLLEGE	CA	Public	2-year	Associate's	45.0	34.3
ALLIANT INTERNATIONAL UNIVERSITY-SAN DIEGO	CA	Private not-for-profit	4-year	Specialized	41.6	24.6
AMERICAN INTERCONTINENTAL UNIVERSITY	CA	Private for-profit	4-year	Specialized	74.9	35.2
ANTELOPE VALLEY COLLEGE	CA	Public	2-year	Associate's	52.6	26.8
ARGOSY UNIVERSITY-ORANGE CAMPUS	CA	Private for-profit	4-year	Unclassified	66.9	48.3
ART INSTITUTE OF CALIFORNIA-LOS ANGELES	CA	Private for-profit	4-year	Associate's	71.1	40.2
ART INSTITUTE OF CALIFORNIA-ORANGE COUNTY	CA	Private for-profit	4-year	Unclassified	51.1	26.8
ART INSTITUTE OF CALIFORNIA-SAN DIEGO	CA	Private for-profit	4-year	Specialized	45.8	25.1
BAKERSFIELD COLLEGE	CA	Public	2-year	Associate's	56.8	41.7
BROOKS COLLEGE	CA	Private for-profit	2-year	Associate's	67.8	41.8
BROOKS COLLEGE	CA	Private for-profit	2-year	Unclassified	67.4	29.7
BRYMAN COLLEGE	CA	Private for-profit	2-year	Associate's	55.9	44.3
BRYMAN COLLEGE-CITY OF INDUSTRY	CA	Private for-profit	2-year	Associate's	84.7	74.6
BRYMAN COLLEGE-SAN BERNARDINO	CA	Private for-profit	2-year	Unclassified	80.5	58.9
BRYMAN COLLEGE-WEST LOS ANGELES	CA	Private for-profit	2-year	Associate's	85.6	51.0
CALIFORNIA CHRISTIAN COLLEGE	CA	Private not-for-profit	4-year	Specialized	48.6	25.7
CALIFORNIA DESIGN COLLEGE	CA	Private for-profit	4-year	Associate's	73.2	39.3
CALIFORNIA SCHOOL OF CULINARY ARTS	CA	Private for-profit	2-year	Unclassified	63.3	38.4
CALIFORNIA STATE UNIVERSITY-BAKERSFIELD	CA	Public	4-year	Master's	53.7	37.3
CALIFORNIA STATE UNIVERSITY-CHANNEL ISLANDS	CA	Public	4-year	Unclassified	39.7	28.9
CALIFORNIA STATE UNIVERSITY-DOMINGUEZ HILLS	CA	Public	4-year	Master's	82.5	40.5
CALIFORNIA STATE UNIVERSITY-FRESNO	CA	Public	4-year	Master's	54.2	32.7
CALIFORNIA STATE UNIVERSITY-FULLERTON	CA	Public	4-year	Master's	59.0	29.5

See notes at end of table.

Exhibit C-3. List of degree-granting Title IV institutions included in this study that were Hispanic-serving: Fall 2004—Continued

Institution name	State	Sector		Carnegie classification	Percent of undergraduates who were	
		Control	Level		Minority (total)	Hispanic
CALIFORNIA STATE UNIVERSITY-LONG BEACH	CA	Public	4-year	Master's	58.6	27.2
CALIFORNIA STATE UNIVERSITY-LOS ANGELES	CA	Public	4-year	Master's	86.3	52.0
CALIFORNIA STATE UNIVERSITY-MONTEREY BAY	CA	Public	4-year	Bachelor's	44.6	32.2
CALIFORNIA STATE UNIVERSITY-NORTHRIDGE	CA	Public	4-year	Master's	59.3	33.4
CALIFORNIA STATE UNIVERSITY-SAN BERNARDINO	CA	Public	4-year	Master's	59.6	36.7
CALIFORNIA STATE UNIVERSITY-STANISLAUS	CA	Public	4-year	Master's	49.5	31.5
CANADA COLLEGE	CA	Public	2-year	Associate's	56.5	38.4
CERRITOS COLLEGE	CA	Public	2-year	Associate's	84.5	59.9
CHAFFEY COLLEGE	CA	Public	2-year	Associate's	66.7	44.7
CITRUS COLLEGE	CA	Public	2-year	Associate's	61.5	44.1
COLLEGE OF THE DESERT	CA	Public	2-year	Associate's	58.8	49.6
COLLEGE OF THE SEQUOIAS	CA	Public	2-year	Associate's	58.1	46.5
COMPTON COMMUNITY COLLEGE	CA	Public	2-year	Associate's	96.2	43.4
CONCORDE CAREER INSTITUTE	CA	Private for-profit	2-year	Unclassified	82.0	43.2
CRAFTON HILLS COLLEGE	CA	Public	2-year	Associate's	36.8	25.0
CYPRESS COLLEGE	CA	Public	2-year	Associate's	63.9	28.9
DEVRY UNIVERSITY-CALIFORNIA	CA	Private for-profit	4-year	Bachelor's	73.0	35.5
DON BOSCO TECHNICAL INSTITUTE	CA	Private not-for-profit	2-year	Associate's	81.5	60.0
EAST LOS ANGELES COLLEGE	CA	Public	2-year	Associate's	90.9	70.5
EAST SAN GABRIEL VALLEY REGIONAL OCCUPATIONAL PROG	CA	Public	2-year	Unclassified	68.5	30.0
EL CAMINO COLLEGE	CA	Public	2-year	Associate's	73.1	33.1
EVEREST COLLEGE	CA	Private for-profit	2-year	Unclassified	82.6	75.3
EVERGREEN VALLEY COLLEGE	CA	Public	2-year	Associate's	80.0	30.7
FASHION CAREERS OF CALIFORNIA	CA	Private for-profit	2-year	Associate's	47.1	24.0
FASHION INSTITUTE OF DESIGN AND MERCHANDISING-ORAN	CA	Private for-profit	2-year	Unclassified	41.5	24.6

See notes at end of table.

Exhibit C-3. List of degree-granting Title IV institutions included in this study that were Hispanic-serving: Fall 2004—Continued

Institution name	State	Sector		Carnegie classification	Percent of undergraduates who were	
		Control	Level		Minority (total)	Hispanic
FASHION INSTITUTE OF DESIGN AND MERCHANDISING-SAN	CA	Private for-profit	2-year	Unclassified	47.1	30.9
FRESNO CITY COLLEGE	CA	Public	2-year	Associate's	64.9	44.5
FRESNO PACIFIC UNIVERSITY	CA	Private not-for-profit	4-year	Master's	34.6	25.3
FULLERTON COLLEGE	CA	Public	2-year	Associate's	56.8	34.2
GAVILAN COLLEGE	CA	Public	2-year	Associate's	53.7	44.2
GLENDALE COMMUNITY COLLEGE	CA	Public	2-year	Associate's	42.6	24.7
HARTNELL COLLEGE	CA	Public	2-year	Associate's	68.8	56.3
HEALD COLLEGE-CONCORD	CA	Private not-for-profit	2-year	Associate's	60.2	27.9
HEALD COLLEGE-FRESNO	CA	Private not-for-profit	2-year	Associate's	71.9	46.6
HEALD COLLEGE-HAYWARD	CA	Private not-for-profit	2-year	Associate's	81.7	36.1
HEALD COLLEGE-SALINAS	CA	Private not-for-profit	2-year	Associate's	82.2	73.8
HEALD COLLEGE-SAN JOSE	CA	Private not-for-profit	2-year	Associate's	78.5	46.0
HEALD COLLEGE-STOCKTON	CA	Private not-for-profit	2-year	Associate's	63.8	34.0
HUMPHREYS COLLEGE-STOCKTON	CA	Private not-for-profit	4-year	Bachelor's	64.3	34.3
IMPERIAL VALLEY COLLEGE	CA	Public	2-year	Associate's	91.3	88.3
INSTITUTE OF COMPUTER TECHNOLOGY	CA	Private for-profit	4-year	Associate's	77.2	40.9
ITT TECHNICAL INSTITUTE	CA	Private for-profit	4-year	Specialized	61.4	35.0
ITT TECHNICAL INSTITUTE	CA	Private for-profit	4-year	Specialized	80.1	64.5
ITT TECHNICAL INSTITUTE	CA	Private for-profit	4-year	Specialized	68.1	51.4
ITT TECHNICAL INSTITUTE	CA	Private for-profit	4-year	Specialized	68.5	53.7
ITT TECHNICAL INSTITUTE	CA	Private for-profit	4-year	Associate's	87.0	56.2
ITT TECHNICAL INSTITUTE	CA	Private for-profit	4-year	Specialized	70.8	53.4
ITT TECHNICAL INSTITUTE	CA	Private for-profit	4-year	Associate's	67.9	53.7
ITT TECHNICAL INSTITUTE	CA	Private for-profit	4-year	Associate's	54.9	38.8
LA SIERRA UNIVERSITY	CA	Private not-for-profit	4-year	Master's	63.2	28.2

See notes at end of table.

Exhibit C-3. List of degree-granting Title IV institutions included in this study that were Hispanic-serving: Fall 2004—Continued

Institution name	State	Sector		Carnegie classification	Percent of undergraduates who were	
		Control	Level		Minority (total)	Hispanic
LONG BEACH CITY COLLEGE	CA	Public	2-year	Associate's	66.5	32.4
LOS ANGELES CITY COLLEGE	CA	Public	2-year	Associate's	72.5	40.6
LOS ANGELES COUNTY COLLEGE OF NURS AND ALLIED HLTH	CA	Public	2-year	Associate's	73.0	32.6
LOS ANGELES HARBOR COLLEGE	CA	Public	2-year	Associate's	77.9	44.9
LOS ANGELES MISSION COLLEGE	CA	Public	2-year	Associate's	85.5	72.0
LOS ANGELES PIERCE COLLEGE	CA	Public	2-year	Associate's	54.7	28.0
LOS ANGELES TRADE TECHNICAL COLLEGE	CA	Public	2-year	Associate's	92.4	53.1
LOS ANGELES VALLEY COLLEGE	CA	Public	2-year	Associate's	63.0	41.5
MARIC COLLEGE	CA	Private for-profit	2-year	Associate's	65.8	24.6
MARIC COLLEGE	CA	Private for-profit	2-year	Associate's	60.9	39.2
MARIC COLLEGE	CA	Private for-profit	2-year	Associate's	45.9	23.8
MARIC COLLEGE-MODESTO CAMPUS	CA	Private for-profit	2-year	Unclassified	64.9	53.1
MERCED COLLEGE	CA	Public	2-year	Associate's	58.5	39.0
MODESTO JUNIOR COLLEGE	CA	Public	2-year	Associate's	46.0	31.4
MOUNT ST MARY'S COLLEGE	CA	Private not-for-profit	4-year	Master's	83.1	51.2
MT SAN ANTONIO COLLEGE	CA	Public	2-year	Associate's	75.3	43.2
MT SAN JACINTO COLLEGE	CA	Public	2-year	Associate's	40.7	26.1
MT SIERRA COLLEGE	CA	Private for-profit	4-year	Unclassified	68.6	45.5
NATIONAL INSTITUTE OF TECHNOLOGY	CA	Private for-profit	2-year	Unclassified	86.6	55.2
NEW COLLEGE OF CALIFORNIA	CA	Private not-for-profit	4-year	Master's	44.8	24.7
NEWSCHOOL OF ARCHITECTURE AND DESIGN	CA	Private for-profit	4-year	Specialized	44.5	29.7
OXNARD COLLEGE	CA	Public	2-year	Associate's	77.7	62.9
PACIFIC OAKS COLLEGE	CA	Private not-for-profit	4-year	Specialized	66.8	42.8
PALO VERDE COLLEGE	CA	Public	2-year	Associate's	46.4	30.9
PASADENA CITY COLLEGE	CA	Public	2-year	Associate's	77.5	37.3

See notes at end of table.

Exhibit C-3. List of degree-granting Title IV institutions included in this study that were Hispanic-serving: Fall 2004—Continued

Institution name	State	Sector		Carnegie classification	Percent of undergraduates who were	
		Control	Level		Minority (total)	Hispanic
PIMA MEDICAL INSTITUTE	CA	Private for-profit	2-year	Unclassified	84.4	55.3
PLATT COLLEGE	CA	Private for-profit	2-year	Associate's	76.7	45.0
PLATT COLLEGE-LOS ANGELES	CA	Private for-profit	4-year	Associate's	83.3	63.2
PLATT COLLEGE-ONTARIO	CA	Private for-profit	4-year	Unclassified	67.7	53.9
PORTERVILLE COLLEGE	CA	Public	2-year	Associate's	58.8	48.8
REEDLEY COLLEGE	CA	Public	2-year	Associate's	59.2	50.3
REMINGTON COLLEGE-SAN DIEGO CAMPUS	CA	Private for-profit	4-year	Unclassified	78.4	54.3
RIO HONDO COLLEGE	CA	Public	2-year	Associate's	83.6	68.9
RIVERSIDE COMMUNITY COLLEGE	CA	Public	2-year	Associate's	57.5	35.4
SAGE COLLEGE	CA	Private for-profit	2-year	Unclassified	45.5	30.7
SAN BERNARDINO VALLEY COLLEGE	CA	Public	2-year	Associate's	73.4	40.9
SAN DIEGO CITY COLLEGE	CA	Public	2-year	Associate's	63.4	32.9
SAN DIEGO STATE UNIVERSITY-IMPERIAL VALLEY CAMPUS	CA	Public	4-year	Unclassified	91.0	89.1
SAN JOAQUIN COLLEGE OF LAW	CA	Private not-for-profit	4-year	Specialized	35.7	28.6
SAN JOAQUIN DELTA COLLEGE	CA	Public	2-year	Associate's	60.8	27.3
SAN JOAQUIN VALLEY COLLEGE	CA	Private for-profit	2-year	Associate's	64.6	52.6
SAN JOAQUIN VALLEY COLLEGE	CA	Private for-profit	2-year	Unclassified	65.0	45.6
SAN JOAQUIN VALLEY COLLEGE	CA	Private for-profit	2-year	Unclassified	71.4	55.7
SAN JOAQUIN VALLEY COLLEGE	CA	Private for-profit	2-year	Unclassified	78.2	55.4
SAN JOAQUIN VALLEY COLLEGE-FRESNO AVIATION CAMPUS	CA	Private for-profit	2-year	Unclassified	48.9	33.3
SAN JOSE CITY COLLEGE	CA	Public	2-year	Associate's	77.3	32.9
SANTA ANA COLLEGE	CA	Public	2-year	Associate's	65.0	47.5
SANTA BARBARA BUSINESS COLLEGE	CA	Private for-profit	2-year	Unclassified	66.4	51.8
SANTA BARBARA BUSINESS COLLEGE	CA	Private for-profit	2-year	Unclassified	70.5	63.6
SANTA BARBARA BUSINESS COLLEGE-SANTA MARIA BRANCH	CA	Private for-profit	2-year	Unclassified	57.8	51.0

See notes at end of table.

Exhibit C-3. List of degree-granting Title IV institutions included in this study that were Hispanic-serving: Fall 2004—Continued

Institution name	State	Sector		Carnegie classification	Percent of undergraduates who were	
		Control	Level		Minority (total)	Hispanic
SANTA BARBARA CITY COLLEGE	CA	Public	2-year	Associate's	34.1	24.8
SANTA MONICA COLLEGE	CA	Public	2-year	Associate's	55.6	28.2
SANTIAGO CANYON COLLEGE	CA	Public	2-year	Unclassified	52.8	40.6
SILICON VALLEY COLLEGE	CA	Private for-profit	4-year	Unclassified	72.7	50.9
SOUTH COAST COLLEGE	CA	Private for-profit	2-year	Unclassified	53.5	37.0
SOUTHERN CALIFORNIA INSTITUTE OF ARCHITECTURE	CA	Private not-for-profit	4-year	Specialized	40.2	19.5
SOUTHWESTERN COLLEGE	CA	Public	2-year	Associate's	84.7	60.7
ST JOHNS SEMINARY COLLEGE	CA	Private not-for-profit	4-year	Specialized	80.0	70.0
TAFT COLLEGE	CA	Public	2-year	Associate's	53.2	41.7
THE NATIONAL HISPANIC UNIVERSITY	CA	Private not-for-profit	4-year	Bachelor's	91.7	84.4
UNIVERSITY OF LA VERNE	CA	Private not-for-profit	4-year	Doctoral	57.8	39.7
UNIVERSITY OF PHOENIX-CENTRAL VALLEY CAMPUS	CA	Private for-profit	4-year	Unclassified	46.2	30.4
UNIVERSITY OF PHOENIX-SOUTHERN CALIFORNIA CAMPUS	CA	Private for-profit	4-year	Unclassified	54.8	27.7
VENTURA COLLEGE	CA	Public	2-year	Associate's	48.5	38.0
VICTOR VALLEY COLLEGE	CA	Public	2-year	Associate's	40.0	24.8
WEST COAST UNIVERSITY	CA	Private for-profit	4-year	Unclassified	89.1	50.9
WEST HILLS COMMUNITY COLLEGE	CA	Public	2-year	Associate's	60.8	47.5
WESTWOOD COLLEGE-ANAHEIM	CA	Private for-profit	4-year	Unclassified	70.6	54.4
WESTWOOD COLLEGE-INLAND EMPIRE	CA	Private for-profit	4-year	Unclassified	73.5	60.9
WESTWOOD COLLEGE-LONG BEACH	CA	Private for-profit	4-year	Unclassified	81.7	55.9
WESTWOOD COLLEGE-LOS ANGELES	CA	Private for-profit	4-year	Unclassified	90.0	69.7
WHITTIER COLLEGE	CA	Private not-for-profit	4-year	Bachelor's	44.2	27.9
WOODBURY UNIVERSITY	CA	Private not-for-profit	4-year	Master's	54.1	35.6
WYO TECH	CA	Private for-profit	2-year	Associate's	75.7	33.9
YUBA COLLEGE	CA	Public	2-year	Associate's	44.4	26.0

See notes at end of table.

Exhibit C-3. List of degree-granting Title IV institutions included in this study that were Hispanic-serving: Fall 2004—Continued

Institution name	State	Sector		Carnegie classification	Percent of undergraduates who were	
		Control	Level		Minority (total)	Hispanic
ADAMS STATE COLLEGE	CO	Public	4-year	Master's	37.3	28.1
COLLEGE AMERICA-DENVER	CO	Private for-profit	4-year	Associate's	55.6	28.6
COLORADO STATE UNIVERSITY-PUEBLO	CO	Public	4-year	Master's	35.6	26.3
COMMUNITY COLLEGE OF DENVER	CO	Public	2-year	Associate's	49.9	27.3
DENVER AUTOMOTIVE AND DIESEL COLLEGE	CO	Private for-profit	2-year	Associate's	27.8	18.5
OTERO JUNIOR COLLEGE	CO	Public	2-year	Associate's	34.2	30.6
PARKS COLLEGE	CO	Private for-profit	2-year	Associate's	46.8	37.4
PIMA MEDICAL INSTITUTE	CO	Private for-profit	2-year	Unclassified	39.9	32.3
PUEBLO COMMUNITY COLLEGE	CO	Public	2-year	Associate's	39.7	33.6
REMINGTON COLLEGE	CO	Private for-profit	4-year	Associate's	52.1	38.3
TRINIDAD STATE JUNIOR COLLEGE	CO	Public	2-year	Associate's	48.4	42.5
GIBBS COLLEGE	CT	Private for-profit	2-year	Associate's	58.7	25.9
ACUPUNCTURE AND MASSAGE COLLEGE	FL	Private for-profit	4-year	Unclassified	73.7	58.1
AI MIAMI INTERNATIONAL UNIVERSITY OF ART AND DESIG	FL	Private for-profit	4-year	Specialized	79.7	64.3
BARRY UNIVERSITY	FL	Private not-for-profit	4-year	Master's	64.7	38.2
CARLOS ALBIZU UNIVERSITY-MIAMI CAMPUS	FL	Private not-for-profit	4-year	Specialized	98.8	89.0
CITY COLLEGE	FL	Private not-for-profit	2-year	Unclassified	62.6	27.0
CITY COLLEGE	FL	Private not-for-profit	4-year	Associate's	90.3	55.9
COLLEGE OF BUSINESS AND TECHNOLOGY	FL	Private for-profit	2-year	Unclassified	94.8	91.6
FLORIDA CAREER COLLEGE	FL	Private for-profit	2-year	Associate's	87.4	43.4
FLORIDA COLLEGE OF NATURAL HEALTH	FL	Private for-profit	2-year	Associate's	81.3	69.9
FLORIDA INTERNATIONAL UNIVERSITY	FL	Public	4-year	Doctoral	75.9	58.7
FLORIDA METROPOLITAN UNIVERSITY-SOUTH ORLANDO	FL	Private for-profit	4-year	Master's	80.3	34.4
FLORIDA METROPOLITAN UNIVERSITY-TAMPA	FL	Private for-profit	4-year	Master's	61.1	33.3
FLORIDA NATIONAL COLLEGE	FL	Private for-profit	2-year	Associate's	99.4	91.0

See notes at end of table.

Exhibit C-3. List of degree-granting Title IV institutions included in this study that were Hispanic-serving: Fall 2004—Continued

Institution name	State	Sector		Carnegie classification	Percent of undergraduates who were	
		Control	Level		Minority (total)	Hispanic
HERZING COLLEGE	FL	Private for-profit	4-year	Associate's	55.7	31.7
HIGH-TECH INSTITUTE-ORLANDO	FL	Private for-profit	2-year	Unclassified	72.8	28.2
HOBE SOUND BIBLE COLLEGE	FL	Private not-for-profit	4-year	Specialized	39.8	25.2
INTERNATIONAL ACADEMY OF DESIGN AND TECHNOLOGY	FL	Private for-profit	4-year	Unclassified	46.6	26.9
ITT TECHNICAL INSTITUTE	FL	Private for-profit	4-year	Specialized	45.2	26.0
ITT TECHNICAL INSTITUTE	FL	Private for-profit	4-year	Associate's	69.4	25.9
ITT TECHNICAL INSTITUTE	FL	Private for-profit	4-year	Unclassified	96.1	81.5
JONES COLLEGE-MIAMI CAMPUS	FL	Private not-for-profit	4-year	Unclassified	89.6	66.2
MIAMI DADE COLLEGE	FL	Public	4-year	Associate's	87.8	64.7
NATIONAL SCHOOL OF TECHNOLOGY INC	FL	Private for-profit	2-year	Unclassified	98.4	81.1
NATIONAL SCHOOL OF TECHNOLOGY INC	FL	Private for-profit	2-year	Unclassified	91.9	69.3
NOVA SOUTHEASTERN UNIVERSITY	FL	Private not-for-profit	4-year	Doctoral	60.1	26.5
SAINT JOHN VIANNEY COLLEGE SEMINARY	FL	Private not-for-profit	4-year	Specialized	48.1	36.5
SAINT THOMAS UNIVERSITY	FL	Private not-for-profit	4-year	Master's	75.4	45.7
THE ART INSTITUTE OF FORT LAUDERDALE INC	FL	Private for-profit	4-year	Specialized	53.7	34.1
TRINITY INTERNATIONAL UNIVERSITY	FL	Private not-for-profit	4-year	Bachelor's	80.1	46.8
UNIVERSITY OF MIAMI	FL	Private not-for-profit	4-year	Doctoral	40.5	24.9
CITY COLLEGES OF CHICAGO-HARRY S TRUMAN COLLEGE	IL	Public	2-year	Associate's	79.1	52.8
CITY COLLEGES OF CHICAGO-MALCOLM X COLLEGE	IL	Public	2-year	Associate's	93.7	28.1
CITY COLLEGES OF CHICAGO-RICHARD J DALEY COLLEGE	IL	Public	2-year	Associate's	86.7	63.7
CITY COLLEGES OF CHICAGO-WILBUR WRIGHT COLLEGE	IL	Public	2-year	Associate's	61.5	44.8
ELGIN COMMUNITY COLLEGE	IL	Public	2-year	Associate's	40.0	29.7
FOX COLLEGE INC	IL	Private for-profit	2-year	Unclassified	66.9	56.2
ITT TECHNICAL INSTITUTE	IL	Private for-profit	4-year	Specialized	48.5	26.9
ITT TECHNICAL INSTITUTE	IL	Private for-profit	4-year	Unclassified	62.4	41.5

See notes at end of table.

Exhibit C-3. List of degree-granting Title IV institutions included in this study that were Hispanic-serving: Fall 2004—Continued

Institution name	State	Sector		Carnegie classification	Percent of undergraduates who were	
		Control	Level		Minority (total)	Hispanic
MACCORMAC COLLEGE	IL	Private not-for-profit	2-year	Associate's	57.8	22.1
MORTON COLLEGE	IL	Public	2-year	Associate's	76.3	70.8
NORTHEASTERN ILLINOIS UNIVERSITY	IL	Public	4-year	Master's	52.3	29.1
NORTHWESTERN BUSINESS COLLEGE	IL	Private for-profit	2-year	Associate's	72.9	30.5
SAINT AUGUSTINE COLLEGE	IL	Private not-for-profit	4-year	Associate's	99.0	84.3
TRITON COLLEGE	IL	Public	2-year	Associate's	45.7	25.4
WAUBONSEE COMMUNITY COLLEGE	IL	Public	2-year	Associate's	38.8	30.1
WESTWOOD COLLEGE-O'HARE AIRPORT	IL	Private for-profit	4-year	Unclassified	56.2	36.6
DONNELLY COLLEGE	KS	Private not-for-profit	2-year	Associate's	73.0	34.3
URBAN COLLEGE OF BOSTON	MA	Private not-for-profit	2-year	Associate's	90.8	47.9
BERKELEY COLLEGE	NJ	Private for-profit	4-year	Associate's	56.5	35.2
GIBBS COLLEGE	NJ	Private for-profit	2-year	Associate's	70.9	17.4
HUDSON COUNTY COMMUNITY COLLEGE	NJ	Public	2-year	Associate's	87.1	46.3
NEW JERSEY CITY UNIVERSITY	NJ	Public	4-year	Master's	65.1	34.9
PASSAIC COUNTY COMMUNITY COLLEGE	NJ	Public	2-year	Associate's	74.9	48.6
SAINT PETERS COLLEGE	NJ	Private not-for-profit	4-year	Master's	61.8	29.2
ALBUQUERQUE TECHNICAL VOCATIONAL INSTITUTE	NM	Public	2-year	Associate's	57.5	44.3
CLOVIS COMMUNITY COLLEGE	NM	Public	2-year	Associate's	41.4	33.3
COLLEGE OF SANTA FE	NM	Private not-for-profit	4-year	Master's	35.8	27.6
COLLEGE OF THE SOUTHWEST	NM	Private not-for-profit	4-year	Master's	36.5	29.8
EASTERN NEW MEXICO UNIVERSITY-MAIN CAMPUS	NM	Public	4-year	Master's	40.6	30.0
EASTERN NEW MEXICO UNIVERSITY-ROSWELL CAMPUS	NM	Public	2-year	Associate's	50.2	43.2
INTERNATIONAL INSTITUTE OF THE AMERICAS	NM	Private not-for-profit	4-year	Unclassified	87.0	62.8
ITT TECHNICAL INSTITUTE	NM	Private for-profit	4-year	Specialized	68.8	42.3
LUNA COMMUNITY COLLEGE	NM	Public	2-year	Associate's	88.6	85.8

See notes at end of table.

Exhibit C-3. List of degree-granting Title IV institutions included in this study that were Hispanic-serving: Fall 2004—Continued

Institution name	State	Sector		Carnegie classification	Percent of undergraduates who were	
		Control	Level		Minority (total)	Hispanic
MESALANDS COMMUNITY COLLEGE	NM	Public	2-year	Associate's	43.5	36.9
METROPOLITAN COLLEGE	NM	Private not-for-profit	4-year	Specialized	65.3	55.1
NATIONAL AMERICAN UNIVERSITY-ALBUQUERQUE	NM	Private for-profit	4-year	Unclassified	54.3	38.9
NATIONAL AMERICAN UNIVERSITY-RIO RANCHO	NM	Private for-profit	4-year	Unclassified	52.7	40.8
NEW MEXICO HIGHLANDS UNIVERSITY	NM	Public	4-year	Master's	72.5	58.0
NEW MEXICO JUNIOR COLLEGE	NM	Public	2-year	Associate's	44.5	37.8
NEW MEXICO STATE UNIVERSITY-ALAMOGORDO	NM	Public	2-year	Associate's	47.9	33.2
NEW MEXICO STATE UNIVERSITY-CARLSBAD	NM	Public	2-year	Associate's	52.3	49.2
NEW MEXICO STATE UNIVERSITY-DONA ANA	NM	Public	2-year	Associate's	77.8	72.0
NEW MEXICO STATE UNIVERSITY-GRANTS	NM	Public	2-year	Associate's	81.9	36.7
NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS	NM	Public	4-year	Doctoral	60.9	52.5
NORTHERN NEW MEXICO COMMUNITY COLLEGE	NM	Public	4-year	Associate's	78.5	70.6
PIMA MEDICAL INSTITUTE	NM	Private for-profit	2-year	Unclassified	74.2	56.7
SANTA FE COMMUNITY COLLEGE	NM	Public	2-year	Associate's	49.0	42.8
THE ART CENTER DESIGN COLLEGE-ALBUQUERQUE	NM	Private for-profit	4-year	Associate's	39.3	32.2
UNIVERSITY OF NEW MEXICO-LOS ALAMOS CAMPUS	NM	Public	2-year	Associate's	53.8	44.4
UNIVERSITY OF NEW MEXICO-MAIN CAMPUS	NM	Public	4-year	Doctoral	50.3	36.7
UNIVERSITY OF NEW MEXICO-TAOS BRANCH	NM	Public	2-year	Associate's	61.0	51.8
UNIVERSITY OF NEW MEXICO-VALENCIA COUNTY BRANCH	NM	Public	2-year	Associate's	62.6	57.2
UNIVERSITY OF PHOENIX-NEW MEXICO CAMPUS	NM	Private for-profit	4-year	Unclassified	64.0	59.2
WESTERN NEW MEXICO UNIVERSITY	NM	Public	4-year	Master's	55.6	49.7
LAS VEGAS COLLEGE	NV	Private for-profit	2-year	Unclassified	45.1	33.1
ASA INSTITUTE OF BUSINESS AND COMPUTER TECHNOLOGY	NY	Private for-profit	2-year	Unclassified	85.4	36.5
BERKELEY COLLEGE	NY	Private for-profit	4-year	Associate's	68.8	32.5
BORICUA COLLEGE	NY	Private not-for-profit	4-year	Bachelor's	95.1	80.9

See notes at end of table.

Exhibit C-3. List of degree-granting Title IV institutions included in this study that were Hispanic-serving: Fall 2004—Continued

Institution name	State	Sector		Carnegie classification	Percent of undergraduates who were	
		Control	Level		Minority (total)	Hispanic
COLLEGE OF MOUNT SAINT VINCENT	NY	Private not-for-profit	4-year	Master's	56.0	31.2
CUNY BOROUGH OF MANHATTAN COMMUNITY COLLEGE	NY	Public	2-year	Associate's	75.8	28.6
CUNY BRONX COMMUNITY COLLEGE	NY	Public	2-year	Associate's	90.6	48.5
CUNY CITY COLLEGE	NY	Public	4-year	Master's	72.7	30.2
CUNY HOSTOS COMMUNITY COLLEGE	NY	Public	2-year	Associate's	89.1	58.3
CUNY JOHN JAY COLLEGE CRIMINAL JUSTICE	NY	Public	4-year	Specialized	69.7	36.7
CUNY LA GUARDIA COMMUNITY COLLEGE	NY	Public	2-year	Associate's	67.9	35.5
CUNY LEHMAN COLLEGE	NY	Public	4-year	Master's	85.7	47.2
CUNY NEW YORK CITY COLLEGE OF TECHNOLOGY	NY	Public	4-year	Bachelor's	83.2	26.3
INTERBORO INSTITUTE	NY	Private for-profit	2-year	Associate's	96.3	46.5
KATHARINE GIBBS SCHOOL-MELVILLE	NY	Private for-profit	2-year	Associate's	49.5	26.6
KATHARINE GIBBS SCHOOL-NEW YORK CITY	NY	Private for-profit	2-year	Associate's	88.1	43.3
MERCY COLLEGE-MAIN CAMPUS	NY	Private not-for-profit	4-year	Master's	67.5	33.6
MONROE COLLEGE-MAIN CAMPUS	NY	Private for-profit	4-year	Associate's	97.6	53.2
PLAZA COLLEGE	NY	Private for-profit	2-year	Associate's	77.0	32.3
TAYLOR BUSINESS INSTITUTE	NY	Private for-profit	2-year	Associate's	99.4	34.4
TECHNICAL CAREER INSTITUTES	NY	Private for-profit	2-year	Associate's	91.2	48.2
THE ART INSTITUTE OF NEW YORK CITY	NY	Private for-profit	2-year	Associate's	78.6	32.3
THE COLLEGE OF WESTCHESTER	NY	Private for-profit	2-year	Associate's	60.8	29.6
VAUGHN COLLEGE OF AERONAUTICS AND TECHNOLOGY	NY	Private not-for-profit	4-year	Specialized	75.0	39.8
WOOD TOBE-COBURN SCHOOL	NY	Private for-profit	2-year	Associate's	84.7	48.2
MOUNT ANGEL SEMINARY	OR	Private not-for-profit	4-year	Specialized	59.3	43.2
PACE INSTITUTE	PA	Private for-profit	2-year	Associate's	45.2	27.2
ART INSTITUTE OF HOUSTON	TX	Private for-profit	4-year	Associate's	49.0	29.1
ATI CAREER TRAINING CENTER	TX	Private for-profit	2-year	Unclassified	72.4	27.5

See notes at end of table.

Exhibit C-3. List of degree-granting Title IV institutions included in this study that were Hispanic-serving: Fall 2004—Continued

Institution name	State	Sector		Carnegie classification	Percent of undergraduates who were	
		Control	Level		Minority (total)	Hispanic
AUSTIN BUSINESS COLLEGE	TX	Private for-profit	2-year	Associate's	74.0	46.8
BAPTIST UNIVERSITY OF THE AMERICAS	TX	Private not-for-profit	4-year	Unclassified	56.7	50.0
BORDER INSTITUTE OF TECHNOLOGY	TX	Private for-profit	2-year	Associate's	77.8	63.1
CENTER FOR ADVANCED LEGAL STUDIES	TX	Private for-profit	4-year	Associate's	61.4	34.9
COASTAL BEND COLLEGE	TX	Public	2-year	Associate's	68.6	62.7
COMPUTER CAREER CENTER	TX	Private for-profit	2-year	Unclassified	91.5	84.2
DEL MAR COLLEGE	TX	Public	2-year	Associate's	62.1	57.5
EL CENTRO COLLEGE	TX	Public	2-year	Associate's	68.0	26.9
EL PASO COMMUNITY COLLEGE	TX	Public	2-year	Associate's	88.7	85.3
EVEREST COLLEGE	TX	Private for-profit	2-year	Unclassified	63.0	21.7
GALVESTON COLLEGE	TX	Public	2-year	Associate's	44.9	22.9
HALLMARK INSTITUTE OF TECHNOLOGY	TX	Private for-profit	2-year	Associate's	73.4	59.8
HOUSTON COMMUNITY COLLEGE SYSTEM	TX	Public	2-year	Associate's	66.5	28.0
HOWARD COUNTY JUNIOR COLLEGE DISTRICT	TX	Public	2-year	Associate's	36.1	30.4
ITT TECHNICAL INSTITUTE	TX	Private for-profit	2-year	Associate's	55.5	28.5
ITT TECHNICAL INSTITUTE	TX	Private for-profit	2-year	Associate's	71.6	39.5
ITT TECHNICAL INSTITUTE	TX	Private for-profit	2-year	Associate's	54.4	37.2
ITT TECHNICAL INSTITUTE	TX	Private for-profit	2-year	Associate's	59.1	37.7
ITT TECHNICAL INSTITUTE	TX	Private for-profit	2-year	Associate's	68.6	60.2
ITT TECHNICAL INSTITUTE	TX	Private for-profit	2-year	Associate's	52.3	37.4
ITT TECHNICAL INSTITUTE	TX	Private for-profit	2-year	Unclassified	59.7	29.3
LAREDO COMMUNITY COLLEGE	TX	Public	2-year	Associate's	95.0	94.5
MIDLAND COLLEGE	TX	Public	2-year	Associate's	36.4	29.6
MOUNTAIN VIEW COLLEGE	TX	Public	2-year	Associate's	76.3	42.9
MTI COLLEGE OF BUSINESS AND TECHNOLOGY	TX	Private for-profit	2-year	Associate's	89.9	45.7

See notes at end of table.

Exhibit C-3. List of degree-granting Title IV institutions included in this study that were Hispanic-serving: Fall 2004—Continued

Institution name	State	Sector		Carnegie classification	Percent of undergraduates who were	
		Control	Level		Minority (total)	Hispanic
MTI COLLEGE OF BUSINESS AND TECHNOLOGY	TX	Private for-profit	2-year	Unclassified	60.4	47.9
NORTHWEST VISTA COLLEGE	TX	Public	2-year	Associate's	53.6	44.4
ODESSA COLLEGE	TX	Public	2-year	Associate's	49.9	44.0
OUR LADY OF THE LAKE UNIVERSITY-SAN ANTONIO	TX	Private not-for-profit	4-year	Master's	83.8	74.4
PALO ALTO COLLEGE	TX	Public	2-year	Associate's	66.3	63.4
REMINGTON COLLEGE-DALLAS CAMPUS	TX	Private for-profit	2-year	Unclassified	64.9	26.9
REMINGTON COLLEGE-FORT WORTH CAMPUS	TX	Private for-profit	2-year	Unclassified	62.6	26.3
SAINT EDWARD'S UNIVERSITY	TX	Private not-for-profit	4-year	Master's	39.7	30.9
SAN ANTONIO COLLEGE	TX	Public	2-year	Associate's	54.1	46.7
SAN JACINTO COLLEGE-CENTRAL CAMPUS	TX	Public	2-year	Associate's	48.8	30.3
SOUTH PLAINS COLLEGE	TX	Public	2-year	Associate's	29.0	24.7
SOUTH TEXAS COLLEGE	TX	Public	2-year	Associate's	95.8	94.9
SOUTHWEST COLLEGE INSTITUTE FOR THE DEAF	TX	Public	2-year	Unclassified	46.1	24.3
SOUTHWEST INSTITUTE OF TECHNOLOGY	TX	Private for-profit	2-year	Associate's	49.1	34.0
SOUTHWEST TEXAS JUNIOR COLLEGE	TX	Public	2-year	Associate's	83.5	80.9
ST MARYS UNIVERSITY	TX	Private not-for-profit	4-year	Master's	74.8	68.6
SUL ROSS STATE UNIVERSITY	TX	Public	4-year	Master's	66.2	60.9
TEXAS A & M INTERNATIONAL UNIVERSITY	TX	Public	4-year	Master's	93.6	92.5
TEXAS A & M UNIVERSITY-CORPUS CHRISTI	TX	Public	4-year	Master's	42.3	36.8
TEXAS A & M UNIVERSITY-KINGSVILLE	TX	Public	4-year	Doctoral	73.4	66.3
TEXAS STATE TECHNICAL COLLEGE-HARLINGEN	TX	Public	2-year	Associate's	89.1	87.7
THE ACADEMY OF HEALTH CARE PROFESSIONS	TX	Private for-profit	2-year	Unclassified	80.4	35.9
THE UNIVERSITY OF TEXAS AT BROWNSVILLE	TX	Public	4-year	Master's	91.6	91.1
THE UNIVERSITY OF TEXAS AT EL PASO	TX	Public	4-year	Doctoral	79.0	75.2
THE UNIVERSITY OF TEXAS AT SAN ANTONIO	TX	Public	4-year	Master's	58.3	46.4

See notes at end of table.

Exhibit C-3. List of degree-granting Title IV institutions included in this study that were Hispanic-serving: Fall 2004—Continued

Institution name	State	Sector		Carnegie classification	Percent of undergraduates who were	
		Control	Level		Minority (total)	Hispanic
THE UNIVERSITY OF TEXAS HEALTH SCIENCE-SAN ANTONIO	TX	Public	4-year	Specialized	52.1	40.3
THE UNIVERSITY OF TEXAS OF THE PERMIAN BASIN	TX	Public	4-year	Master's	42.2	36.4
THE UNIVERSITY OF TEXAS-PAN AMERICAN	TX	Public	4-year	Master's	92.0	90.4
UNIVERSITY OF HOUSTON-DOWNTOWN	TX	Public	4-year	Bachelor's	72.0	35.7
UNIVERSITY OF ST THOMAS	TX	Private not-for-profit	4-year	Master's	52.0	32.2
UNIVERSITY OF THE INCARNATE WORD	TX	Private not-for-profit	4-year	Master's	69.7	59.5
VICTORIA COLLEGE	TX	Public	2-year	Associate's	37.9	32.0
VIRGINIA COLLEGE AT AUSTIN	TX	Private for-profit	2-year	Unclassified	65.6	34.2
WESTERN TECHNICAL INSTITUTE	TX	Private for-profit	2-year	Unclassified	83.5	72.2
WESTERN TECHNICAL INSTITUTE	TX	Private for-profit	2-year	Associate's	78.7	74.8
WESTWOOD COLLEGE-DALLAS	TX	Private for-profit	2-year	Unclassified	64.4	27.9
WESTWOOD COLLEGE-FT WORTH	TX	Private for-profit	2-year	Unclassified	54.2	28.0
ITT TECHNICAL INSTITUTE	VA	Private for-profit	4-year	Unclassified	52.0	20.8
HERITAGE UNIVERSITY	WA	Private not-for-profit	4-year	Master's	67.8	53.8
YAKIMA VALLEY COMMUNITY COLLEGE	WA	Public	2-year	Associate's	35.9	29.9

NOTE: Data are limited to degree-granting Title IV institutions that were located in the 50 states and the District of Columbia and had reported undergraduate enrollment in the survey year. "Hispanic-serving institutions" refer to those in which 25 percent or more of the total undergraduate enrollment are Hispanics (see detailed definition in report text). "Title IV institutions" are those that have signed Title IV participation agreements with the U.S. Department of Education, making them eligible for the federal student aid programs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2004.

Exhibit C-4. List of degree-granting Title IV institutions included in this study that were Asian-serving: Fall 2004

Institution name	State	Sector		Carnegie classification	Percent of undergraduates who were	
		Control	Level		Minority (total)	Asian
ART CENTER COLLEGE OF DESIGN	CA	Private not-for-profit	4-year	Specialized	50.3	36.3
CALIFORNIA COLLEGE-SAN DIEGO	CA	Private for-profit	4-year	Associate's	75.1	26.5
CALIFORNIA INSTITUTE OF TECHNOLOGY	CA	Private not-for-profit	4-year	Doctoral	40.5	31.7
CALIFORNIA STATE UNIVERSITY-EAST BAY	CA	Public	4-year	Master's	63.8	34.7
CHABOT COLLEGE	CA	Public	2-year	Associate's	70.8	31.9
CITY COLLEGE OF SAN FRANCISCO	CA	Public	2-year	Associate's	72.3	44.1
COASTLINE COMMUNITY COLLEGE	CA	Public	2-year	Associate's	49.0	27.5
COLLEGE OF SAN MATEO	CA	Public	2-year	Associate's	55.0	29.5
COSUMNES RIVER COLLEGE	CA	Public	2-year	Associate's	62.6	31.1
DE ANZA COLLEGE	CA	Public	2-year	Associate's	63.7	42.8
DOMINICAN SCHOOL OF PHILOSOPHY AND THEOLOGY	CA	Private not-for-profit	4-year	Specialized	63.6	45.5
DONGGUK ROYAL UNIVERSITY	CA	Private not-for-profit	4-year	Specialized	71.1	68.6
FOOTHILL COLLEGE	CA	Public	2-year	Associate's	46.8	29.2
GOLDEN WEST COLLEGE	CA	Public	2-year	Associate's	53.2	33.4
INTERNATIONAL TECHNOLOGICAL UNIVERSITY	CA	Private not-for-profit	4-year	Unclassified	42.9	42.9
IRVINE VALLEY COLLEGE	CA	Public	2-year	Associate's	48.8	33.4
MISSION COLLEGE	CA	Public	2-year	Associate's	75.4	51.5
OHLONE COLLEGE	CA	Public	2-year	Associate's	66.7	48.7
ORANGE COAST COLLEGE	CA	Public	2-year	Associate's	47.2	25.6
OTIS COLLEGE OF ART AND DESIGN	CA	Private not-for-profit	4-year	Specialized	51.3	33.1
PATTEN UNIVERSITY	CA	Private not-for-profit	4-year	Bachelor's	63.2	29.3
SACRAMENTO CITY COLLEGE	CA	Public	2-year	Associate's	61.1	28.6
SAMUEL MERRITT COLLEGE	CA	Private not-for-profit	4-year	Specialized	56.6	28.9
SAN DIEGO MESA COLLEGE	CA	Public	2-year	Associate's	51.4	24.6
SAN DIEGO MIRAMAR COLLEGE	CA	Public	2-year	Associate's	50.5	28.4

See notes at end of table.

Exhibit C-4. List of degree-granting Title IV institutions included in this study that were Asian-serving: Fall 2004—Continued

Institution name	State	Sector		Carnegie classification	Percent of undergraduates who were	
		Control	Level		Minority (total)	Asian
SAN FRANCISCO STATE UNIVERSITY	CA	Public	4-year	Master's	61.3	37.2
SAN JOSE STATE UNIVERSITY	CA	Public	4-year	Master's	67.9	44.2
SILICON VALLEY UNIVERSITY	CA	Private for-profit	4-year	Unclassified	70.4	70.4
SKYLINE COLLEGE	CA	Public	2-year	Associate's	72.0	48.4
SOUTH BAYLO UNIVERSITY	CA	Private not-for-profit	4-year	Specialized	45.5	42.9
STANFORD UNIVERSITY	CA	Private not-for-profit	4-year	Doctoral	50.9	25.3
UNIVERSITY OF CALIFORNIA-BERKELEY	CA	Public	4-year	Doctoral	62.6	46.0
UNIVERSITY OF CALIFORNIA-DAVIS	CA	Public	4-year	Doctoral	56.6	41.6
UNIVERSITY OF CALIFORNIA-IRVINE	CA	Public	4-year	Doctoral	69.4	53.9
UNIVERSITY OF CALIFORNIA-LOS ANGELES	CA	Public	4-year	Doctoral	60.5	40.1
UNIVERSITY OF CALIFORNIA-SAN DIEGO	CA	Public	4-year	Doctoral	59.7	46.0
UNIVERSITY OF CALIFORNIA-SAN FRANCISCO	CA	Public	4-year	Doctoral	37.5	37.5
UNIVERSITY OF SAN FRANCISCO	CA	Private not-for-profit	4-year	Doctoral	50.2	28.1
UNIVERSITY OF THE PACIFIC	CA	Private not-for-profit	4-year	Doctoral	46.4	31.6
ARGOSY UNIVERSITY-SARASOTA CAMPUS	FL	Private for-profit	4-year	Doctoral	55.0	35.0
CHAMINADE UNIVERSITY OF HONOLULU	HI	Private not-for-profit	4-year	Master's	64.6	43.9
HAWAII BUSINESS COLLEGE	HI	Private for-profit	2-year	Associate's	91.1	84.8
HAWAII COMMUNITY COLLEGE	HI	Public	2-year	Associate's	72.3	69.1
HAWAII PACIFIC UNIVERSITY	HI	Private not-for-profit	4-year	Master's	47.0	31.6
HEALD COLLEGE-HONOLULU	HI	Private not-for-profit	2-year	Associate's	89.1	82.6
HONOLULU COMMUNITY COLLEGE	HI	Public	2-year	Associate's	85.2	81.0
INTERNATIONAL COLLEGE AND GRADUATE SCHOOL	HI	Private not-for-profit	4-year	Specialized	65.2	60.9
KAPIOLANI COMMUNITY COLLEGE	HI	Public	2-year	Associate's	78.0	75.4
KAUAI COMMUNITY COLLEGE	HI	Public	2-year	Associate's	72.6	70.3
LEEWARD COMMUNITY COLLEGE	HI	Public	2-year	Associate's	84.7	80.3

See notes at end of table.

Exhibit C-4. List of degree-granting Title IV institutions included in this study that were Asian-serving: Fall 2004—Continued

Institution name	State	Sector		Carnegie classification	Percent of undergraduates who were	
		Control	Level		Minority (total)	Asian
MAUI COMMUNITY COLLEGE	HI	Public	2-year	Associate's	66.1	63.2
REMINGTON COLLEGE-HONOLULU CAMPUS	HI	Private for-profit	4-year	Unclassified	91.8	82.7
UNIVERSITY OF HAWAII AT HILO	HI	Public	4-year	Bachelor's	51.1	46.3
UNIVERSITY OF HAWAII AT MANOA	HI	Public	4-year	Doctoral	68.1	64.6
UNIVERSITY OF HAWAII-WEST OAHU	HI	Public	4-year	Bachelor's	72.4	67.2
UNIVERSITY OF PHOENIX-HAWAII	HI	Private for-profit	4-year	Unclassified	72.2	57.7
WINDWARD COMMUNITY COLLEGE	HI	Public	2-year	Associate's	73.1	69.9
DIVINE WORD COLLEGE	IA	Private not-for-profit	4-year	Specialized	80.8	65.4
ROSALIND FRANKLIN UNIVERSITY OF MEDICINE AND SCIENCE	IL	Private not-for-profit	4-year	Specialized	50.0	25.0
UNIVERSITY OF ILLINOIS AT CHICAGO	IL	Public	4-year	Doctoral	53.3	26.4
FORT HAYS STATE UNIVERSITY	KS	Public	4-year	Master's	30.9	26.5
MASSACHUSETTS INSTITUTE OF TECHNOLOGY	MA	Private not-for-profit	4-year	Doctoral	52.9	31.3
WELLESLEY COLLEGE	MA	Private not-for-profit	4-year	Bachelor's	43.9	29.5
NEW JERSEY INSTITUTE OF TECHNOLOGY	NJ	Public	4-year	Doctoral	53.5	25.5
RUTGERS UNIVERSITY-NEWARK	NJ	Public	4-year	Doctoral	65.0	24.7
BRAMSON ORT COLLEGE	NY	Private not-for-profit	2-year	Associate's	49.3	34.0
CUNY BERNARD M BARUCH COLLEGE	NY	Public	4-year	Master's	58.3	26.7
GLOBE INSTITUTE OF TECHNOLOGY	NY	Private for-profit	4-year	Associate's	57.6	33.8
LONG ISLAND BUSINESS INSTITUTE	NY	Private for-profit	2-year	Associate's	73.8	51.6
NEW YORK COLLEGE OF TRADITIONAL CHINESE MEDICINE	NY	Private not-for-profit	4-year	Unclassified	76.8	75.4
PHILLIPS BETH ISRAEL SCHOOL OF NURSING	NY	Private not-for-profit	2-year	Associate's	49.7	28.0
POLYTECHNIC UNIVERSITY	NY	Private not-for-profit	4-year	Doctoral	60.5	38.2
SUNY AT STONY BROOK	NY	Public	4-year	Doctoral	50.8	28.1
CARNEGIE MELLON UNIVERSITY	PA	Private not-for-profit	4-year	Doctoral	38.7	26.2
UNIVERSITY OF THE SCIENCES IN PHILADELPHIA	PA	Private not-for-profit	4-year	Specialized	43.4	32.5
UNIVERSITY OF WASHINGTON-SEATTLE CAMPUS	WA	Public	4-year	Doctoral	36.9	28.3

NOTE: Data are limited to degree-granting Title IV institutions that were located in the 50 states and the District of Columbia and had reported undergraduate enrollment in the survey year. "Asian-serving institutions" refer to those in which 25 percent or more of the total undergraduate enrollment are Asians/Pacific Islanders (see detailed definition in report text).

"Title IV institutions" are those that have signed Title IV participation agreements with the U.S. Department of Education, making them eligible for the federal student aid programs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2004.

Exhibit C-5. List of degree-granting Title IV institutions included in this study that were American Indian-serving: Fall 2004

Institution name	State	Sector		Carnegie classification	Percent of undergraduates who were	
		Control	Level		Minority (total)	American Indian
ILISAGVIK COLLEGE	AK	Public	2-year	Associate's	61.2	50.5
SHELDON JACKSON COLLEGE	AK	Private not-for-profit	4-year	Bachelor's	34.7	25.2
AMERICAN INDIAN COLL OF THE ASSEMBLIES OF GOD INC	AZ	Private not-for-profit	4-year	Specialized	84.3	68.6
COLLEGE AMERICA	AZ	Private for-profit	2-year	Unclassified	80.2	73.3
DINE COLLEGE	AZ	Public	2-year	TCU	98.7	98.1
NORTHLAND PIONEER COLLEGE	AZ	Public	2-year	Associate's	39.8	31.3
TOHONO O'ODHAM COMMUNITY COLLEGE	AZ	Private not-for-profit	2-year	TCU	99.4	97.6
NATIVE AMERICAN EDUCATIONAL SERVICES COLLEGE INC	IL	Private not-for-profit	4-year	Specialized	89.2	86.5
HASKELL INDIAN NATIONS UNIVERSITY	KS	Public	4-year	TCU	100.0	100.0
BAY MILLS COMMUNITY COLLEGE	MI	Public	2-year	TCU	50.1	49.4
SAGINAW CHIPPEWA TRIBAL COLLEGE	MI	Public	2-year	TCU	91.7	89.0
FOND DU LAC TRIBAL AND COMMUNITY COLLEGE	MN	Public	4-year	TCU	22.7	20.2
LEECH LAKE TRIBAL COLLEGE	MN	Public	2-year	TCU	93.9	93.9
WHITE EARTH TRIBAL AND COMMUNITY COLLEGE	MN	Private not-for-profit	2-year	TCU	67.2	67.2
BLACKFEET COMMUNITY COLLEGE	MT	Private not-for-profit	2-year	TCU	97.3	97.0
CHIEF DULL KNIFE COLLEGE	MT	Public	2-year	TCU	75.3	75.3
FORT BELKNAP COLLEGE	MT	Public	2-year	TCU	92.6	91.8
FORT PECK COMMUNITY COLLEGE	MT	Public	2-year	TCU	83.3	82.5
LITTLE BIG HORN COLLEGE	MT	Public	2-year	TCU	96.9	96.6
SALISH KOOTENAI COLLEGE	MT	Private not-for-profit	4-year	TCU	81.9	81.2
STONE CHILD COLLEGE	MT	Public	2-year	TCU	92.5	91.9
CANKDESKA CIKANA COMMUNITY COLLEGE	ND	Public	2-year	TCU	96.5	96.5
FORT BERTHOLD COMMUNITY COLLEGE	ND	Public	2-year	TCU	92.6	92.6
SITTING BULL COLLEGE	ND	Public	4-year	TCU	84.8	84.8
TURTLE MOUNTAIN COMMUNITY COLLEGE	ND	Private not-for-profit	4-year	TCU	92.3	91.6

See notes at end of table.

Exhibit C-5. List of degree-granting Title IV institutions included in this study that were American Indian-serving: Fall 2004—Continued

Institution name	State	Sector		Carnegie classification	Percent of undergraduates who were	
		Control	Level		Minority (total)	American Indian
UNITED TRIBES TECHNICAL COLLEGE	ND	Private not-for-profit	2-year	TCU	89.0	88.6
LITTLE PRIEST TRIBAL COLLEGE	NE	Private not-for-profit	2-year	TCU	89.0	89.0
NEBRASKA INDIAN COMMUNITY COLLEGE	NE	Public	2-year	TCU	90.0	85.8
CROWNPOINT INSTITUTE OF TECHNOLOGY	NM	Public	2-year	TCU	100.0	99.4
INSTITUTE OF AMERICAN INDIAN AND ALASKA NATIVE CUL	NM	Public	4-year	TCU	93.8	90.3
SAN JUAN COLLEGE	NM	Public	2-year	Associate's	43.0	30.3
SOUTHWESTERN INDIAN POLYTECHNIC INSTITUTE	NM	Public	2-year	TCU	100.0	100.0
UNIVERSITY OF NEW MEXICO-GALLUP CAMPUS	NM	Public	2-year	Associate's	90.8	81.0
BACONE COLLEGE	OK	Private not-for-profit	4-year	Associate's	66.9	43.9
CARL ALBERT STATE COLLEGE	OK	Public	2-year	Associate's	31.6	25.3
NORTHEASTERN STATE UNIVERSITY	OK	Public	4-year	Master's	37.6	29.5
ROGERS STATE UNIVERSITY	OK	Public	4-year	Associate's	32.6	26.2
SOUTHEASTERN OKLAHOMA STATE UNIVERSITY	OK	Public	4-year	Master's	36.5	29.2
OGLALA LAKOTA COLLEGE	SD	Public	4-year	TCU	92.1	91.3
SI TANKA UNIVERSITY-EAGLE BUTTE CAMPUS	SD	Public	4-year	TCU	89.4	88.9
SI TANKA UNIVERSITY-HURON CAMPUS	SD	Public	4-year	Master's	60.4	25.7
SINTE GLESKA UNIVERSITY	SD	Private not-for-profit	4-year	TCU	80.0	80.0
SISSETON WAHPETON COLLEGE	SD	Public	2-year	TCU	79.4	79.1
NORTHWEST INDIAN COLLEGE	WA	Public	2-year	TCU	77.3	71.9
COLLEGE OF MENOMINEE NATION	WI	Private not-for-profit	2-year	TCU	81.9	80.5
LAC COURTE OREILLES OJIBWA COMMUNITY COLLEGE	WI	Public	2-year	TCU	70.2	69.1

NOTE: Data are limited to degree-granting Title IV institutions that were located in the 50 states and the District of Columbia and had reported undergraduate enrollment in the survey year. "American Indian-serving institutions" refer to those in which 25 percent or more of the total undergraduate enrollment are American Indians/Alaska Natives (see detailed definition in report text). "Title IV institutions" are those that have signed Title IV participation agreements with the U.S. Department of Education, making them eligible for the federal student aid programs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2004.

Exhibit C-6. List of degree-granting Title IV institutions included in this study that were in the “Other” category of minority-serving: Fall 2004

Institution name	State	Sector		Carnegie classification	Percent of undergraduates who were				
		Control	Level		Minority (total)	Black	Hispanic	Asian	American Indian
CALIFORNIA STATE POLYTECHNIC UNIVERSITY-POMONA	CA	Public	4-year	Master’s	72.3	4.1	28.4	39.3	0.4
CLEVELAND CHIROPRACTIC COLLEGE OF LOS ANGELES	CA	Private not-for-profit	4-year	Specialized	52.2	8.2	23.1	20.9	#
COLLEGE OF ALAMEDA	CA	Public	2-year	Associate’s	79.7	25.3	12.6	41.3	0.6
CONCORDE CAREER INSTITUTE	CA	Private for-profit	2-year	Unclassified	83.6	5.1	35.5	40.9	2.1
CONTRA COSTA COLLEGE	CA	Public	2-year	Associate’s	79.6	30.2	25.0	23.8	0.6
FOUNDATION COLLEGE	CA	Private for-profit	2-year	Associate’s	58.7	18.4	19.3	18.4	2.8
HEALD COLLEGE-SAN FRANCISCO	CA	Private not-for-profit	2-year	Associate’s	87.0	17.8	33.2	35.0	1.0
LANEY COLLEGE	CA	Public	2-year	Associate’s	80.5	31.8	13.7	34.2	0.7
LOS MEDANOS COLLEGE	CA	Public	2-year	Associate’s	52.4	14.3	24.0	13.3	0.8
SILICON VALLEY COLLEGE	CA	Private for-profit	4-year	Associate’s	75.2	6.4	35.2	32.0	1.6
SOLANO COUNTY COMMUNITY COLLEGE DISTRICT	CA	Public	2-year	Associate’s	52.6	16.4	14.8	20.6	0.8
SOUTHERN CALIFORNIA INSTITUTE OF TECHNOLOGY	CA	Private for-profit	4-year	Specialized	67.4	6.7	30.2	29.9	0.6
THE ART INSTITUTE OF CALIFORNIA-SAN FRANCISCO	CA	Private for-profit	4-year	Specialized	52.1	9.0	19.5	22.3	1.3
UNIVERSITY OF CALIFORNIA-RIVERSIDE	CA	Public	4-year	Doctoral	76.4	7.0	24.8	44.1	0.4
WEST LOS ANGELES COLLEGE	CA	Public	2-year	Associate’s	84.8	48.0	27.5	8.8	0.5
WESTERN CAREER COLLEGE	CA	Private for-profit	2-year	Associate’s	50.6	17.7	17.9	13.3	1.7
WESTERN CAREER COLLEGE	CA	Private for-profit	2-year	Unclassified	55.7	24.0	22.9	8.3	0.5
CAPITAL COMMUNITY COLLEGE	CT	Public	2-year	Associate’s	71.7	40.8	26.6	4.0	0.3
AMERICAN INTERCONTINENTAL UNIVERSITY	FL	Private for-profit	4-year	Unclassified	79.5	50.4	27.0	2.2	#
ARGOSY UNIVERSITY-TAMPA CAMPUS	FL	Private for-profit	4-year	Unclassified	55.9	29.4	26.5	#	#
ATI COLLEGE OF HEALTH	FL	Private for-profit	2-year	Associate’s	69.3	41.7	27.0	0.6	#
DEVRY UNIVERSITY-FLORIDA	FL	Private for-profit	4-year	Unclassified	71.6	34.4	35.0	2.0	0.3
KEISER CAREER COLLEGE	FL	Private for-profit	2-year	Unclassified	72.2	39.5	28.8	4.0	#
ARGOSY UNIVERSITY-HONOLULU CAMPUS	HI	Private for-profit	4-year	Specialized	72.7	#	36.4	36.4	#
BARAT COLLEGE	IL	Private not-for-profit	4-year	Bachelor’s	64.3	38.1	26.2	#	#
LEXINGTON COLLEGE	IL	Private not-for-profit	4-year	Associate’s	77.6	44.9	30.6	2.0	#
NORTHWESTERN BUSINESS COLLEGE-SOUTHWESTERN CAMPUS	IL	Private for-profit	2-year	Unclassified	76.5	48.3	27.4	0.5	0.3
WEST SUBURBAN COLLEGE OF NURSING	IL	Private not-for-profit	4-year	Specialized	62.9	25.8	12.1	25.0	#
WESTWOOD COLLEGE-CHICAGO LOOP	IL	Private for-profit	4-year	Unclassified	89.8	51.4	36.9	1.5	#
CAMBRIDGE COLLEGE	MA	Private not-for-profit	4-year	Specialized	69.0	33.6	30.7	1.7	2.9

See notes at end of table.

Exhibit C-6. List of degree-granting Title IV institutions included in this study that were in the “Other” category of minority-serving: Fall 2004
—Continued

Institution name	State	Sector		Carnegie classification	Percent of undergraduates who were				
		Control	Level		Minority (total)	Black	Hispanic	Asian	American Indian
DEVRY UNIVERSITY-MARYLAND	MD	Private for-profit	4-year	Unclassified	92.0	60.0	28.0	4.0	#
ROBESON COMMUNITY COLLEGE	NC	Public	2-year	Associate’s	76.0	31.5	0.9	0.3	43.2
UNION COUNTY COLLEGE	NJ	Public	2-year	Associate’s	62.6	28.1	27.2	7.0	0.4
HERITAGE COLLEGE	NV	Private for-profit	2-year	Associate’s	70.9	35.8	25.5	9.1	0.6
PIMA MEDICAL INSTITUTE	NV	Private for-profit	2-year	Unclassified	50.3	16.7	21.8	9.2	2.7
CUNY HUNTER COLLEGE	NY	Public	4-year	Master’s	52.4	15.3	20.6	16.3	0.2
DEVRY INST OF TECH & KELLER GRAD SCH OF MNGMNT-NEW	NY	Private for-profit	4-year	Unclassified	86.9	45.6	30.3	10.3	0.6
METROPOLITAN COLLEGE OF NEW YORK	NY	Private not-for-profit	4-year	Specialized	95.7	67.5	25.9	2.0	0.3
NEW YORK INSTITUTE OF TECHNOLOGY-MANHATTAN CAMPUS	NY	Private not-for-profit	4-year	Master’s	57.7	20.4	22.1	15.0	0.3
ST VINCENT CATHOLIC MED CTR-BROOKLYN AND QUEENS	NY	Private not-for-profit	2-year	Associate’s	55.1	22.0	16.1	17.0	#
AMERICAN INTERCONTINENTAL UNIVERSITY	TX	Private for-profit	4-year	Unclassified	82.0	49.3	28.5	3.7	0.6
COLLEGE OF BIBLICAL STUDIES-HOUSTON	TX	Private not-for-profit	4-year	Associate’s	80.7	53.0	25.0	2.4	0.4
NORTH LAKE COLLEGE	TX	Public	2-year	Associate’s	50.0	15.9	21.0	12.5	0.5
REMYNTON COLLEGE-HOUSTON CAMPUS	TX	Private for-profit	2-year	Unclassified	87.2	52.1	32.2	2.8	0.2
REMYNTON COLLEGE-NORTH HOUSTON CAMPUS	TX	Private for-profit	2-year	Unclassified	84.7	55.2	29.5	#	#
RICHLAND COLLEGE	TX	Public	2-year	Associate’s	50.9	19.9	17.6	13.1	0.4
SOUTHWESTERN ADVENTIST UNIVERSITY	TX	Private not-for-profit	4-year	Bachelor’s	53.9	19.9	24.5	8.6	0.9
UNIVERSITY OF HOUSTON-UNIVERSITY PARK	TX	Public	4-year	Doctoral	57.5	15.0	21.0	21.2	0.4
WESTWOOD COLLEGE-HOUSTON SOUTH	TX	Private for-profit	2-year	Unclassified	79.7	40.7	35.0	2.8	1.1
FAITH EVANGELICAL LUTHERAN SEMINARY	WA	Private not-for-profit	4-year	Unclassified	61.8	32.4	#	29.4	#

Rounds to zero.

NOTE: Data are limited to degree-granting Title IV institutions that were located in the 50 states and the District of Columbia and had reported undergraduate enrollment in the survey year. “Other minority-serving” institutions refer to those that fall into none of the five minority-serving categories characterized by a single defining individual minority group but in which students in at least two of the four individual minority groups constitute at least 25 percent of the total undergraduate enrollment or minority students combined constitute at least 50 percent (see detailed definition in report text). “Title IV institutions” are those that have signed Title IV participation agreements with the U.S. Department of Education, making them eligible for the federal student aid programs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2004.