



PERFORMANCE FUNDING AT MSIS:

Considerations and Possible Measures for Public Minority-Serving Institutions



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SOUTHERN EDUCATION FOUNDATION (SEF)

Founded in 1867 as the George Peabody Education Fund, the Southern Education Foundation's mission is to advance equity and excellence in education for all students in the South, particularly low income students and students of color. SEF uses collaboration, advocacy, and research to improve outcomes from early childhood to adulthood. Our core belief is that education is the vehicle by which all students get fair chances to develop their talents and contribute to the common good.

SEF's higher education efforts are designed to address a range of post-secondary issues that influence student success and degree attainment among low-income and minority students. With a focus on the post-secondary institutions most likely to serve these students, SEF takes up critical issues known to influence their participation and completion in higher education.

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FOREWORD

SEF's higher education efforts are designed to address a range of post-secondary issues that influence student success and degree attainment among low-income and minority students. With a focus on the post-secondary institutions most likely to serve these students, Minority-Serving Institutions (MSIs), we take up critical issues known to influence their participation and completion in higher education. Today, the fastest growing groups of young people are among the least likely to graduate from high school and enter college. And, too many colleges and universities struggle to graduate students who do find their way to campus. Improving college completion rates means getting better at a number of things: finding ways to make college more affordable, improving campus climate, enhancing teaching and improving assessment practices, to name a few. There are also policy challenges we must confront if we are to close persistent enrollment and attainment gaps. Financial aid and public finance are both ripe for attention.

Bottom line: improving student success represents a critical challenge for this country's higher education system at a time when, according to the Integrated Postsecondary Education Data System, more than half of all students of color enrolled in public institutions of higher education are attending public MSIs, it is critical to the college access and success of low income students and students of color that public MSIs are both supported and effective.

Often, many of the decisions directly affecting these students and these student populations and the institutions they are most likely to attend are made in offices far removed from the campuses where students learn and develop, and unfortunately, can have unintended consequences that can inhibit MSI effectiveness and ultimately student success. The good news is, with the appropriate tactics and knowledge, policy makers can become better equipped to design legislation that can help cultivate MSI organizational and student success.

This report, *Performance Funding at MSIs: Considerations and Possible Measures for Public Minority-Serving Institutions* addresses the ways in which state-level decisions on funding policies can differentially impact MSIs. We offer five key considerations for developing performance funding policies at MSIs. We are confident this report will provide MSI leaders and advocates with a better understanding of the implications of performance funding for these institutions and student. The report will also help policy makers gain an increased awareness of the significance of their public MSIs and provide them with strategies for designing performance funding policies that support the success of not only the professionals at these vital institutions, but also, the students who populate them.

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EXECUTIVE SUMMARY

States are increasingly funding higher education institutions based on their performance or outcomes instead of relying solely on student enrollment to determine funding formulas. Performance Funding (also called Performance-Based and Outcomes-Based Funding) policies provide state support to public colleges and universities based on outcome measures using input metrics like incoming student composition, progress metrics like retention rates, and output metrics such as graduation rates. There are public Minority-Serving Institutions (MSIs) in 28 of the 30 states that have adopted or are transitioning to Performance Funding models. MSIs include Historically Black Colleges and Universities (HBCU), Hispanic Serving Institutions (HSI), Tribal Colleges and Universities (TCU), Alaska Native and Native Hawaiian-Serving Institutions (ANNH), Native American-Serving Nontribal Institutions (NASNTI), Predominately Black Institutions (PBI), and Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI). As states increasingly allocate higher education funds based on measures of institutional performance, there must be a critical consideration of the implications of such funding models for campuses with unique missions and/or student populations, like (MSIs).

The aim of this policy report is to discuss the considerations for MSIs in state Performance Funding policy development. The report provides policy makers with a typology of metrics including those that have been used in previous and existing state Performance Funding policies to address issues of equity and diversity and specific institutional types like MSIs, Community Colleges, and Research Universities. The report provides a framework for policy makers developing Performance Funding formulas. Performance Funding policies are challenged by limitations of available data, difficulty identifying appropriate metrics for such a diverse set of organizations, and the challenges with defining and measuring educational value and success. Therefore, many state policy makers should move cautiously in adopting these funding models and carefully consider the nation's most vulnerable institutions that are often serving the most neglected student populations, public MSIs.



1. Include Minority-Serving Institution (MSI) Leaders/Experts in Policy Development.

Consider the perspective of those working closely with MSIs when developing Performance Funding policies. Solicit input from MSI leaders/experts on Performance Funding policies during policy development and implementation and also to assess policy impact. Strategies for soliciting policy input and feedback include distributing surveys and holding town hall style meetings where all institutional members have an opportunity to offer feedback.

2. Reconsider the Utility of Commonly Used Metrics.

Commonly used metrics, like graduation and job placement rates, can pose challenges to accurately capturing the performance of MSIs, and in their current conceptualization are problematic overall. Specifically, the inability of higher education data systems to track students that attend/transfer to multiple institutions makes it difficult to determine how to fairly credit institutions for students' completion. States are also encouraged to think beyond graduation rates to consider non-traditional ways of defining college "success," for example, the development of engaged citizens.

3. Metrics should be Responsive to Input Factors.

Institutions that have diverse "inputs" or student populations should not be subjected to uniform evaluations of outcomes or performance. If an institution has an open-admissions policy that encourages the acceptance of academically underprepared students, then applicable output indicators should focus on how effective the institution is in educating that particular population of students. Time that it takes to progress from developmental education course to credit-bearing course completion and an eight-year graduation rate are examples of metrics that can report the effectiveness of open access institutions more accurately.

4. Address Data Capacity before Implementing Policy.

Higher education institutions operate with varying levels of resources and capacity that, in addition to the population of students they serve, drive outcomes. The effectiveness of Performance Funding policies depends on campuses' ability to accurately report data to state higher education governing bodies, thus states should assess their campuses' capacity to collect and report data before states begin using Performance Funding metrics. States can conduct surveys and site visits to assess campus data capacity and needs prior to policy implementation, thus taking steps to ensure that all campuses in the state have equitable opportunities to obtain Performance Funding.

5. Use Performance Funding Policies to Address Racial and Ethnic Equity.

First, in addition to populations like low-income and adult students, racial and ethnic groups should be included in Performance Funding equity metrics that reward campuses for the enrollment and success of underserved groups. An equity focused Performance Funding policy would not only expose campuses that have poor outcomes, like large equity gaps between the graduation rates of various racial and ethnic or income groups, but provide some understanding of why, through quality and student experience oriented indicators. Campuses can measure the experiences of racial and ethnic groups by tracking the number of increases in reported racial incidents on campus, racial equity gaps in student representation in certain academic programs, and surveys of campus racial climate.

Secondly, in many states students of color have yet to reach critical mass at public Predominately White Institutions and are underrepresented at institutions of higher education (especially four-year colleges and universities) in comparison to their proportion of the state population. Therefore it may not be strategic for states to decrease the proportion of students of color at MSIs. Although it may seem logical to simply invert racial and ethnic diversity metrics for MSIs, states should reconsider simply defining diversity as “non-Black” at HBCUs or “non-students of color” at MSIs. Instead of solely relying on race to address issues of equity and diversity at MSIs, alternative metrics could include economic diversity (e.g. proportion of students who are Pell Grant eligible), ethnic diversity, or first generation college student status.



AN OVERVIEW OF PERFORMANCE FUNDING

The most pressing issue across every sector of higher education in the United States is how to improve college completion for all students. Increasing college completion rates have been at the center of the national dialogue on higher education as evidenced by the emphasis on college completion in the federal College Affordability Plan and the goals and initiatives of almost every influential higher education philanthropic organization. State higher education leaders are also focused on increasing college completion and graduation rates, thus the most recent strategic plans for higher education in states like Arkansas, Louisiana, and Massachusetts have identified “increased educational attainment” and “degree production” as their most important priorities. The Arizona Board of Regents’ (2013) first mission for the state university system is to “increase the educational attainment of Arizona citizens” and to produce “enough high-quality university degrees for the state to be nationally competitive by the year 2020” (p.7).

The achievement of state and national goals to increase the number of postsecondary degrees awarded will require equitable college completion rates across racial and ethnic demographic groups like Black and Latino students whose college enrollment is predicted to increase by 25% and 42% respectively between 2010 and 2021 (Hussar and Bailey, 2013). Minority-Serving Institutions (MSIs) including Historically Black Colleges and Universities (HBCUs), Tribal Colleges and Universities (TCUs), and Hispanic Serving Institutions (HSIs), enroll 20% of all undergraduates and two of every five Black, Latino, and Native American undergraduates (Cunningham, Park, & Engle, 2014). Any efforts to improve college completion should also be considered in terms of how these approaches could support or hinder MSI effectiveness.

The most recent wave of state efforts to improve college completion and effectiveness is the adoption of Performance Funding (Also called Performance-Based and Outcomes-Based Funding) policies. So far, over half of the nation (30 states) has adopted or is transitioning to a Performance Funding model to provide state support to public colleges and universities (Friedel et. al., 2013). Four states have adopted Performance Funding policies for their two-year institutions, another five for their four-year institutions, and 16 states have adopted policies for their two- and four-year institutions. Through Performance Funding policies, states provide economic incentives to public colleges and universities to improve their performance on desired student and institutional outcome measures. Institutions are evaluated on their ability to meet state

goals using metrics like student retention and graduation rates. Prior to Performance Funding policies, state support for higher education was based on student enrollment. Performance Funding policies were introduced to encourage colleges and universities to expand their focus from access to other issues that governments and voters felt were important, such as outputs and efficiency (Dougherty et al., 2011). As the costs of higher education increased in the 1980s and 1990s, so did the demand for greater proof that colleges provided a high quality education as evidenced by highly skilled graduates who completed college within a reasonable period. As of 1994, over one-third of all states had Performance Funding policies that provided incentives in the form of financial bonuses for measures like access for undergraduate students, quality in undergraduate education, national competitiveness in graduate studies and research, meeting critical state needs, and managerial efficiency and effectiveness (Ruppert, 1994).

The economic crisis of the new millennium resulted in the reduction of the policies, as states had to first fund the items that were considered most important and then did not have additional funding to provide enough incentive to impact institutional behaviors through Performance Funding policies (Shulock, 2011). More recently, the popularity of Performance Funding policies has reemerged as a result of limited state resources for higher education and increased demand for accountability for all public spending (McLendon, Hearn, & Deaton, 2006). Although there is not a systematic formula to predict Performance Funding adoption, the shift towards performance accountability in higher education has been linked to issues like 1) financial pressure that requires campuses to maximize productivity and efficiency; 2) shifts in public-sector governance to consider new factors such as markets, competitiveness, and measurement of performance 3) the K-12 accountability movement; 4) the election of politicians more in line with an accountability agenda; and 5) the failures of voluntary assessment movements (McLendon, Hearn, & Deaton, 2006). Currently, 25 states have Performance Funding policies in place, another five states are transitioning to Performance Funding policies, and an additional 12 states are having formal legislative hearings about how to design Performance Funding policies for their states (Ferguson, 2014; Friedel et. al., 2013; National Conference for State Legislatures).

Performance Funding Metrics

Appendix A features a chart that provides a typology of Performance Funding metrics organized by input, progress, and output metrics. Metrics designed to meet equity goals and metrics for research institutions, community colleges, and MSIs are also identified. Performance Funding metrics constantly fluctuate, and the typology provides a snapshot of states that have used similar metrics in a previous or current iteration of their Performance Funding policies.

States use *input metrics* to track and reward campuses who enroll and hire students and faculty from desired populations. For example, the state of Virginia measures increases in the enrollment of in-state undergraduate students from underrepresented populations including low-income, first-generation, racial and ethnicity minority college students. *Progress metrics* include variables like credit accumulation and retention that demonstrate colleges' progress towards degree completion and other outputs. The progress metrics are paired with process metrics that capture institutional efforts to increase their capacity in ways that could increase their institutional effectiveness. In Arkansas, progress is measured at four-year institutions based on the percentage of students who earn 18 or more credit hours through two academic years. The *output metrics* represent states' goals for public higher education in their state, which most often means degree completion overall and for targeted student populations. For example, the state of Nevada rewards campuses based on the number of bachelor's degrees conferred during an academic year.

The typology also includes Performance Funding metrics that were designed to meet state equity and diversity goals. Hence, more often than creating MSI specific metrics, states have addressed issues of equity in higher education by utilizing Performance Funding metrics that reward campuses for the enrollment and success of students that are characterized as academically "at risk" or underprepared, adult, low-income, underrepresented racial minority, transfer, and first-generation college students. For example, in Oklahoma, among other factors, Performance Funding is awarded based on the retention of Pell Grant recipients. In Illinois, Performance Funding provides incentives to two-year institutions for graduating students who are academically or financially at risk, first-generation college students, low-income students, and students who are traditionally underrepresented in higher education. In order to directly address racial equity, states have assigned

performance metrics based on the enrollment and success of students of color at Predominately White Institutions and for non-Black students at HBCUs. Equity oriented metrics also demonstrate states' efforts to ensure that their Performance Funding policy does not impede college access and success by rewarding institutions that effectively admit and support the underrepresented student populations.

The creation of mission specific metrics is not outside the framework of state Performance Funding policies, and in fact many states have already implemented metrics that address the unique institutional missions found at community colleges and research universities. Early Performance Funding policies were criticized for the lack of attention to diverse institutional missions, consequently, states have acknowledged the importance of creating distinct metrics for the diverse institutional missions found at their public community colleges. Texas and Tennessee are examples of states that have attached funding to Community College's enrollment of low-income and non-traditional students, developmental education success, and transfer rates.

Similar to the case of Community Colleges, states like Illinois and Arizona have tailored Performance Funding policies to the research mission of some of their public research universities. States have enacted policies that attach funding to research universities' ability to attract research grants and earn patents for their innovations. In the state of Arkansas, research universities are rewarded for the number of new companies started during the year that were dependent on licensing an institution's technology for their formation. The Community College and Research University metrics demonstrate states' willingness to consider the importance of diverse missions in the design and development of Performance Funding metrics.

Performance Funding Impact and Critique

Although many include equity, community college, and research specific metrics, states' most recent adoption of Performance Funding policies has not been without critique. The policies have been characterized in the media and by scholars as creating unfair comparisons between institutions that are distinct in terms of size, mission, and student demographics. There is additional concern that graduation rates are only part of the student success narrative and other types of benefits are not easily quantifiable. Lastly, Performance Funding critics have cautioned that the most direct

path to increased graduation rates is for campuses to become more selective.

The research examining Performance Funding impact suggests that the policies have had minimal and even negative impacts on outcomes like retention and graduation. For example, Tandberg and Hillman (2013) found that even when accounting for influences like politics and the economy, Performance Funding policies had no impact on the total number of associates and bachelor's degrees earned and had a negative effect on two-year completions. However, much of the Performance Funding impact research either incorporates or focuses exclusively on early iterations of Performance Funding: i.e., Performance Funding 1.0, a financial bonus for campuses, which differs from more recent iterations of Performance Funding policies, i.e., Performance Funding 2.0, which are typically larger proportions of a campus' base funding received from the state.

Further, Performance Funding policies could have greater impact on outcomes in states that allocate a larger proportion (over 10%) of state funding to colleges and universities based on performance, thus the rapid spread of Performance Funding 2.0 policies that base larger proportions of state funding on performance has greater potential to impact campus priorities, practices, and outcomes (Dougherty & Reddy, 2013). Although scholars and policy makers have offered insightful suggestions on metrics for institutions with unique missions and/or student populations like Community Colleges, MSIs specifically have been absent from this conversation. Additionally, since the assessments of Performance Funding impact have not reported their findings disaggregated by institutional type, this makes it difficult to assess the direct impact on and continues speculation that Performance Funding policies could impact access focused MSIs negatively.



MINORITY - SERVING INSTITUTIONS

The challenge of designing a Performance Funding policy that sufficiently addresses diverse institutions is especially salient at the nation's MSIs. MSIs include two- and four-year colleges and universities that are eligible for the federal designation as result of meeting the criteria outlined in Titles III, IV, and V of the Higher Education Act. The specific institutional types include Historically Black Colleges and Universities (HBCU), Hispanic Serving Institutions (HSI), Tribal Colleges and Universities (TCU), Alaska Native and Native Hawaiian-Serving Institutions (ANNH), Native American-Serving Nontribal Institutions (NASNTI), Predominately Black Institutions (PBI), and Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI). Nationally, MSIs make up about a third of all undergraduate institutions and enroll over half of all minority students¹ (see table 1.1 below) (Li & Carroll, 2007).

MSIs play an important role in creating access to higher education for students least represented at moderate to highly selective institutions. When considering how to assess MSIs in Performance Funding policies, it is important to note that many MSIs aim to provide access to college for the populations of students least likely to enroll in higher education. As a result, MSIs enroll large proportions of low-income and academically underprepared students as identified by standardized test scores. For example, nearly 70% of students at MSIs require at least one developmental education course, and one-third of students at AANAPISIs, nearly half of HSI students, over half of TCU students, and nearly three-fourths of HBCU students are Pell Grant recipients (Gasman & Conrad, 2013; Li & Carroll, 2007). MSIs are also responsible for graduating a significant number and proportion of certificates and degrees to students of color. In the 2011-2012 academic year, MSIs awarded certificates and degrees to nearly 250,000 Black and Latino undergraduates, representing 40% and 21% of the total credentials awarded to Latino and Black students respectively (Cunningham, Park, & Engle, 2014).

In addition to awarding a significant proportion of the degrees awarded to students of color, research also suggests that some students at MSIs have a higher quality of experience and long term outcomes than non-MSI students of color. For example, students at HBCUs report more frequent and favorable relationships with their professors, earn higher college grades, have an increased likelihood of completing STEM degrees, and report

¹ For the purposes of their study, Li and Carroll (2007) define minority students as Black, Hispanic, Asian, and American Indian.

greater gains in critical and analytical thinking, and are more likely to earn a graduate or professional degree than their Black peers at PWIs (Allen, 1992; Fries-Britt & Turner, 2002; Kim & Conrad, 2006; Nelson Laird et al., 2007; Perna et al., 2009; Redd, 2000; Simkins & Allen, 2001; Solorzano, 1995; U.S. Commission on Civil Rights, 2010; Wenglinsky, 1996). MSI success with the student populations least likely to graduate at non-MSIs suggests that in order for states to meet their completion goals, they must design Performance Funding policies that cultivate, not inhibit, MSI effectiveness.

Public Minority-Serving Institutions

There are over 500 public MSIs in 23 of the 25 states that have adopted Performance Funding policies, all of the states that are currently transitioning to Performance Funding policies, and 9 of the 12 states that are having formal discussions about Performance Funding. An important first step for policy makers designing Performance Funding policies is to identify the public MSIs in their state, thus a full list of public MSIs by state is provided in Appendix B. The proportion of minority students who are enrolled in public institutions of higher education, who are also enrolled at public MSIs by state is provided in table 1.1 and the map below² (also see Appendix C). Students of color³ seem to be especially concentrated at MSIs in Southern states, but in most cases the majority of the students of color who are enrolled in public higher education are enrolled in their states' public MSIs. For example, in Connecticut and Massachusetts, public MSIs are only 12% of all public institutions in the state, yet they enroll 35% of all the students of color who attend public colleges and universities in the state. In states like Nevada, Alabama, New York, and Maryland over half of all students of color enrolled at public institutions of higher education in the state were enrolled in the states' MSIs, demonstrating the significant role that MSIs play in ensuring higher education access and success for minority students enrolled in public higher education. The concentration of students of color at public MSIs suggests that policy makers have to be especially careful that Performance Funding policies based on outcomes, like graduation rates, do not result in increased selectivity, thus further restricting

² Fall 2012 enrollment data reported from National Center for Education Statistics (2013). All public colleges and universities including public technical colleges are included. Public technical colleges are often included in state Performance Funding policies targeting public community colleges.

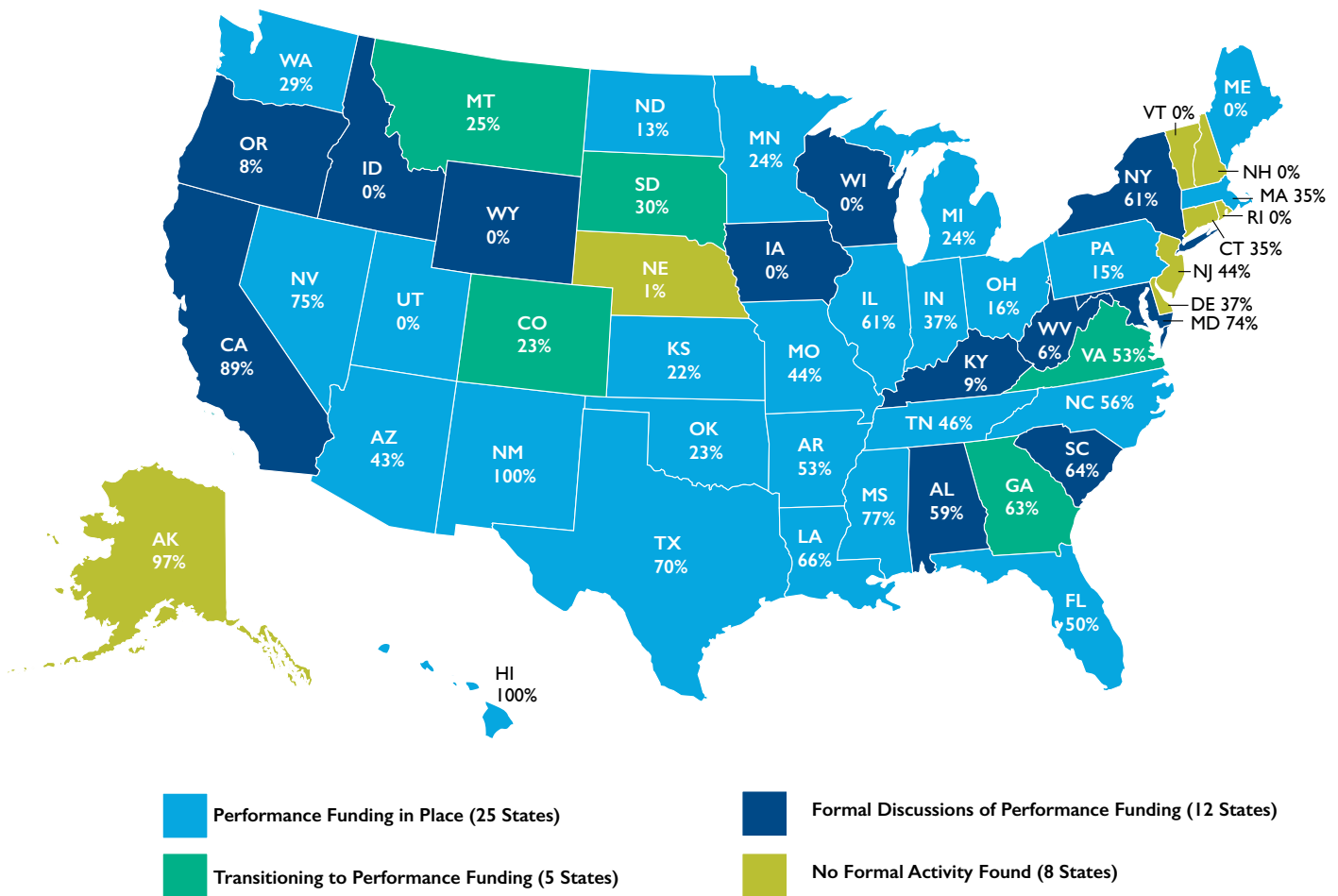
³ For the purposes of this analysis students of color includes students who identify as American Indian or Alaskan Native, Asian, Black or African American, Hispanic, Hawaiian or Other Pacific Islander, or Two or More Races.

access at the states' non-MSIs and exacerbating existing stratification. In states like California, where nearly 90% of the students of color enrolled in public higher education are enrolled at the states' public MSIs, it is important that these institutions perform well on institutional outcome measures and that the policies are designed in a way that supports institutional effectiveness and success.

“Nationally there are over 500 public MSIs within states that include 23 of the 25 that have adopted Performance Funding policies, all of the five states that are currently transitioning to Performance Funding policies, and nine of the 12 states that are having formal discussions about Performance Funding.”

FIGURE 1.1 PUBLIC MSI ENROLLMENT/PERFORMANCE FUNDING ACTIVITY

PERCENTAGE OF STUDENTS OF COLOR ENROLLED IN PUBLIC HIGHER EDUCATION WHO ARE ENROLLED IN MSIs



Data on state Performance Funding Policy Adoption status retrieved from “Performance-Based Funding: The National Landscape” (Friedel, Thornton, D’Amico, & Katsinas, 2013; National Conference for State Legislatures, 2014)

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TABLE I.1 PUBLIC MINORITY-SERVING INSTITUTION ENROLLMENT BY STATE

STATE	% OF STUDENTS OF COLOR IN PUBLIC HIGHER EDUCATION ENROLLED IN PUBLIC MSIs	# OF STUDENTS OF COLOR IN PUBLIC HIGHER EDUCATION ENROLLED IN PUBLIC MSIs	# OF PUBLIC MSIs IN THE STATE (2- AND 4-YEAR INSTITUTIONS)
ALABAMA	59.41%	46,499	19
ALASKA	96.77%	9,054	5
ARIZONA	43.04%	60,056	12
ARKANSAS	53.29%	23,340	13
CALIFORNIA	88.95%	1,174,861	129
COLORADO	23.02%	16,929	8
CONNECTICUT	34.69%	14,104	4
DELAWARE	37.04%	4,686	2
FLORIDA	50.47%	190,459	9
GEORGIA	63.34%	115,286	38
HAWAII	100.00%	47,275	10
IDAHO	N/A	N/A	0
ILLINOIS	61.43%	129,156	22
INDIANA	36.74%	22,277	1
IOWA	N/A	N/A	0
KANSAS	21.83%	8,156	6
KENTUCKY	8.57%	2,763	2
LOUISIANA	65.85%	54,726	20
MAINE	N/A	N/A	0
MARYLAND	73.96%	104,182	13
MASSACHUSETTS	34.52%	21,747	5
MICHIGAN	24.02%	28,940	6
MINNESOTA	24.25%	13,492	5
MISSISSIPPI	77.26%	51,449	18
MISSOURI	43.68%	21,132	4
MONTANA	24.70%	1,660	5
NEBRASKA	1%	144	1
NEVADA	74.91%	33,529	3
NEW HAMPSHIRE	N/A	N/A	0
NEW JERSEY	43.83%	64,976	11
NEW MEXICO	99.69%	84,068	27
NEW YORK	61.23%	187,928	21
NORTH CAROLINA	55.50%	87,278	34
NORTH DAKOTA	12.71%	683	3
OHIO	15.91%	16,253	3
OKLAHOMA	22.62%	15,495	11
OREGON	7.55%	3,440	1
PENNSYLVANIA	14.86%	13,667	3
RHODE ISLAND	N/A	N/A	0
SOUTH CAROLINA	63.46%	42,690	20
SOUTH DAKOTA	30.36%	1,667	2
TENNESSEE	45.51%	28,701	4
TEXAS	70.03%	507,372	61
UTAH	N/A	N/A	0
VERMONT	N/A	N/A	0
VIRGINIA	52.83%	74,707	11
WASHINGTON	29.32%	25,293	8
WEST VIRGINIA	5.51%	578	2
WISCONSIN	N/A	N/A	0
WYOMING	N/A	N/A	0
TOTAL	60.37%	3,350,698	582

Source: IPEDS Fall 2011 enrollment data • Data includes institutions reporting to IPEDS with MSI status as of January 2014.

MINORITY-SERVING INSTITUTIONS & PERFORMANCE FUNDING

States like Pennsylvania and Arkansas have addressed the diverse missions of their public MSIs by allowing campuses to choose the measures that they wish to be evaluated on from a pre-selected group. States have also designed MSI specific measures that reward campuses for increasing access and success for non-students of color. Specific examples of MSI metrics are limited to those designed for public HBCUs; states have yet to design metrics for the other types of MSIs that includes HSIs,TCUs,AANAPISIs,ANNHs,NASNTIs, and PBlS.

States like Tennessee and South Carolina have included measures in their Performance Funding 1.0 policies that were specifically designed with their MSIs in mind when inverting diversity enrollment metrics for the state’s public HBCUs by attaching funding to the increased enrollment of non-Black students and faculty. Pennsylvania’s Performance Funding 2.0 policy attaches funding to the performance of non-Black students. Distinctive from the previous Tennessee and South Carolina policies, Pennsylvania has a focus on reducing “gaps” in enrollment and success between Black students and students they define as “Other Than Black or Unknown” (OTBU). Pennsylvania created a comparison group of public master’s level HBCUs to develop benchmarking goals for the public HBCU in their state system of higher education.

MSI METRICS		States that have used metric
INPUT METRICS		
Enrollment for Racial and Ethnic Minority Students (Minority Students defined as Non-Black)		PA, SC, TN
Enrollment for Transfer Students (Including Low-income and Non-Black Transfer Students)		PA
Faculty Diversity (increasing Non-Black)		PA, TN
OUTPUT METRICS		
Closing Achievement Gaps in Degree/Certificates Earned for Racial and Ethnic Minority Students (including Other than Black or Unknown Students)		PA
Closing the Achievement Gaps in Degree/Certificates Earned for Transfer Students (Including and Other than Black or Unknown Transfer Students)		PA

Using this public HBCU comparison group, Pennsylvania produced mandatory and optional HBCU metrics that require the state’s public HBCUs to:

- 1) reduce the “gap” in their OTBU student enrollment and the enrollment of OTBU students at public master’s level HBCUs,
- 2) reduce the “gap” in the six-year graduation rate between OTBU students and Black students,
- 3) increase the percentage of OTBU faculty at the HBCU to the average percentage of OTBU faculty at public master’s level HBCUs,
- 4) reduce the “gap” between the percentage of OTBU transfer students enrolled at the HBCU and the percentage of OTBU transfer students enrolled at public master’s level HBCUs, and
- 5) close the six-year graduation rate “gap” for OTBU transfer students and Black transfer students.

In 2010 the public HBCU in Pennsylvania's state system of higher education enrolled 2% OTBU students and the average OTBU enrollment at public master's level HBCUs was 16%, thus there was a 14 percentage point gap. Pennsylvania will base a portion of their funding on the campus' ability to reduce the 14 percentage point gap by 50% within five years. Consequently, if there is no gap between outcomes for Black students and OTBU students, Pennsylvania will allocate funding based on the public HBCU's ability to maintain a zero gap.

HBCU leaders have reported that Performance Funding policies challenge the institutions' historical missions to serve Black students but support their efforts to create a more salient conversation about collecting and using data (Jones & Witham, 2012). HBCU leaders have also shared that the policies seemed to help shift the conversation from access to outcomes at their institu-

tions. To understand the implications of such shifts, it is important to first consider what outcomes and measures of success are important at HBCUs. The participants that included students, institutional leaders, and staff members at the public HBCU that was the focus of Jones' (2013) study shared that although their state Performance Funding policy helped them to focus on student data and outcomes, they also felt that a focus on non-Black students represented a narrow view of diversity and challenged their historical mission to create opportunities for Black students. Thus it is important to consider their unique missions when designing HBCU and other MSI specific metrics that effectively capture what these institutions are, and should be, doing. The following are a few considerations for state policy makers to help guide the development of metrics for their diverse set of public institutions that includes MSIs.



1. INCLUDE MINORITY-SERVING INSTITUTION (MSI) LEADERS/EXPERTS IN POLICY DEVELOPMENT.

First, include MSI leaders/experts on any assembled committee or team that will make Performance Funding policy recommendations. Secondly, solicit input from campuses on optional measures so that it can truly serve the purpose of being responsive to institutional mission and context. Solicit advice from those in executive leadership positions, faculty, those responsible for collecting and reporting institutional data like the institutional research and/or assessment offices, and even students. Strategies for soliciting policy input and feedback include distributing surveys and holding town hall style meetings where all institutional members have an opportunity to discuss the design of the policy before it is developed and enacted. Being inclusive of institutional leaders early in the process is also important to creating buy-in or support of the policy and can increase campus awareness and improve the implementation process.

It is important to guard against creating unintended perverse effects from policies that fail to take into account contextual differences. After the policy is implemented, states should also solicit the support of institutions, especially MSIs in their process to assess policy impact and potential unintended consequences. Performance Funding policies should be flexible. It is important that states continually refine performance metrics based on what they are learning about the intended and unintended consequences of the policy. Although it is critical to track changes in institutional performance along each of the outcome measures included in the policy, it is also important to track unintended outcomes. One way to get an idea of the potential unintended outcomes is to create a committee made up of representatives from each of the campuses impacted by the policy to discuss policy understanding, reception, and impact on campus. Further, states should conduct quantitative analyses of potential economic and racial stratification and shifts in student populations at their campuses. Policymakers can use input from the committee and subsequent institutional data analyses to examine issues like mission drift and reduced access or increased selectivity that may have emerged after the enactment of their Performance Funding policies.

2. RECONSIDER THE UTILITY OF COMMONLY USED METRICS.

Commonly used metrics like graduation and job placement rates can pose challenges for accurately capturing the performance of MSIs, and in their current conceptualization are problematic overall. Although graduation rates can be useful for getting a general sense of how well students are faring at a particular institution, there should be a much higher level of scrutiny when institutional funding is at stake. Graduation rates have been scrutinized because it is not currently possible to track college students that transfer between institutions. If a college student attends two or more campuses before graduating, which campus should get “credit” for that student’s completion and success? One third of all college students transfer at least once before earning a degree (Hossler et al., 2012). Additionally, over 25% of these transfers are across state lines and 22% of transfers happen as late as the fourth and fifth years of college, further complicating the process of properly awarding “credit” for completion. Until the issues of current postsecondary data systems’ inability to track students between institutions and decisions about how to award “credit” for completion are resolved, graduation rates as a performance metric

are limited in their ability to truly capture institutional effectiveness. Similarly some states have utilized job placement rates that do not include students' placement in jobs outside of the state where they attended college, thus limiting the accuracy of the metric. Hence, the limitations of these metrics must be considered, especially for states that have or are planning to transition to higher education funding models that are 100% dependent on performance metrics.

In their quest for optimal metrics states are also encouraged to consider non-traditional ways of defining college "success." Discussing how "success" should be defined ought to happen before identifying metrics. Rather than simply adopting the measures used by neighboring states it is important for states to first consider the needs of their state and the people that reside in it. Do not simply adopt STEM related metrics because that is the national discussion and what other states are doing, instead, consider the following suggestions: what are the particular industries that have employment shortages in the state? Are there ways to create incentives to support the growing industries in the state? Once there is some consensus on the goals for higher education and subsequent definitions of success, then those definitions should drive the adoption of appropriate metrics. For example, the Massachusetts Department of Higher Education has articulated a goal to "produce the best-educated citizenry and workforce in the nation" (Massachusetts Department of Higher Education, 2013). Thus, the department has created a study group to develop strategies for measuring engaged citizenship, demonstrating a unique departure from standard Performance Funding policies.

3. METRICS SHOULD BE RESPONSIVE TO INPUT FACTORS.

Evidence from the influence of the U.S. News and World Report rankings suggests that increasing selectivity is likely for institutions attempting to increase outputs like graduation rates. The challenge is that many institutions, like community colleges and MSIs, aim to provide access to college for students who are least likely to enroll at highly selective institutions. One strategy for developing a Performance Funding policy that could avoid this common pitfall is ensuring that output indicators are responsive to input indicators. If an institution has an open-admissions policy that should allow the admission of academically underprepared students, then applicable output indicators would focus on how effective the institution was in educating that particular population of students. Potential output indicators for open-admission and less-selective campuses include time from developmental education course to credit-bearing course completion and an eight-year graduation rate.

Policy makers can look to campus missions to gain understanding of who the target "inputs" are and how to assess how effective the institution is at educating them. Using metrics responsive to input factors means that there could be measures that are tailored to the specific missions of MSIs. For example, if an MSI has a specific goal of educating a "diverse student population" or "developing minority leaders," Performance Funding policies should include measures that directly attempt to assess whether or not these institutions are meeting their goals. MSIs' contribution to the education of diverse college graduates in the state could be rewarded. State and institutional leaders could work

together to conceptualize how concepts like “leadership” and “civic engagement” that often appear in MSI missions could be evaluated. Some examples include participation in national leadership and service organizations like the Peace Corps, or the proportion of registered voters on a campus. There could also be a consideration of metrics that capture some of the “special” or “unique” benefits or characteristics of MSIs. If there are advantages for students of color attending MSIs beyond enrollment and student demographics, those concepts are worth exploring for their potential to be translated into measures or evidence of MSI success. For example, a few states have included output measures related to job placement, readiness, and success as measured by employment rates and earnings. McMickens’ (2012) concept of “racism readiness” is HBCU specific and could be included as a sub measure of job readiness. McMickens’ (2012) study proposed that HBCUs had prepared students for encountering racism in the post-graduate environment, providing some possible explanation for the post-graduate success rates of HBCU graduates.⁴ Racism readiness is an example of something that HBCUs can provide to their students that can lead to desired outcomes such as earnings and postbaccalaureate degree attainment. Hence racism readiness could be an ideal measure of institutional performance that is particular to the HBCU context, but is also linked to desired student outcomes.

When developing output measures that correspond to MSI goals and inputs it is also important to identify appropriate comparison groups. First, institutions with similar missions should be compared to one another as opposed to comparing institutions with drastically different missions. Similarly, because of their varying missions, comparing a research university to a community college would be problematic because their varying missions would drive different definitions of “success” at these institutions. For example, most policy makers have measured “success” at research universities as the awarding of research grants and measured “success” at community colleges as the awarding of associates degrees or successful transfer to four-year colleges and universities. Similarly, comparing HBCUs to non-HBCUs who may define “success” as providing opportunity or serving Black students can pose challenges. I caution against developing a prescriptive list of MSI indicators and measures, but instead policymakers should consider what is unique about each MSI in their state system of higher education. While it was a step in the right direction, states like Pennsylvania used averages from a group of HBCUs to develop metrics for their own public HBCU, one should use caution when treating MSIs, even those with the same Carnegie classification, as if they were an undifferentiated group, (e.g., using more selective and larger MSIs as a point of comparative reference for smaller or less selective campuses). The measures used for large, selective, or doctoral granting MSIs should be different from those used for small, less-selective MSIs.

⁴ An average of HBCU students across institutions had lower grades and standardized test scores than their Black peers at PWIs, yet they are more likely to graduate and to earn a graduate or professional degree (Wengilnsky, 1996). The average individual earnings of HBCU graduates also exceed those of Black non HBCU college graduates (Price, Spriggs, & Swinton, 2011; U.S. Commission on Civil Rights, 2010).

4. ADDRESS DATA CAPACITY BEFORE IMPLEMENTING THE POLICY.

Higher education accountability advocates have used illustrations that compare institutions like Syracuse University and Hofstra University to suggest that institutions with similar demographics should be able to produce similar results (i.e., with similar demographics Syracuse has higher graduation rates than Hofstra). However, without a conversation about institutional context, a market based accountability system seems like the ideal solution to drive competitors to adopt the most “effective” practices and strategies. Higher education institutions operate with varying levels of capacity that in addition to demographic inputs, drive outcomes. The following are a few capacity related factors that should be considered in the development of any Performance Funding system. First, financial resources is one of the most obvious factors that directly influences an institutions’ capacity to serve students. It should not be a surprise that Syracuse, an institution with an over \$1 billion endowment, (which is nearly four times the endowment of Hofstra,) might have higher graduation rates. Any plan aimed at improving institutional effectiveness should include indicators of institutional capacity and resources, so that outcomes can be more accurately understood.

Secondly, the effectiveness of Performance Funding policies depends on campuses’ ability to accurately report data back to state higher education governing bodies; hence data capacity is critical to campus and policy effectiveness and success. The public HBCU experiencing a Performance Funding policy that was the focus of Jones’ (2013) study, reported difficulty and subsequent delays in generating the data needed to assess their current standing and to set goals for improvement on the policy metrics. Further, one may look at the per student expenditure of some public MSIs and argue that they receive more funding than the other campuses. However, because of issues like small enrollment, endowment, and historical financial neglect, items like a cutting edge data system, fully staffed institutional research and assessment offices, and even a wireless internet system are difficult to finance. Even if a public MSI receives more per student funding than their neighboring Predominately White Institution (PWI), if the neighboring campus has more than five times the student enrollment, they are better equipped to create technology-heavy infrastructures that are expensive to support. It is important that states with a concentration of MSIs have incentives to support data and technological infrastructure development because data capacity will be a critical component of performance policy success. This is not meant to broadly imply that MSIs do not collect and report data efficiently, but rather to suggest that states conduct a survey to assess campus data capacity and needs prior to policy implementation in order to ensure that all campuses in the state have equitable opportunities to obtain Performance Funding.

5. STRATEGIES FOR ADDRESSING RACIAL AND ETHNIC EQUITY:

First, in addition to populations like low-income and adult students, racial and ethnic groups should be included in Performance Funding equity metrics that reward campuses for the enrollment and success of underserved groups. States can include race as a subgroup in their measures of institutional enrollment, course completion, and graduation rates. An equity focused Performance Funding policy would not only expose campuses

that have poor outcomes like large equity gaps between the graduation rates of various racial and ethnic or income groups, but also provide some understanding of why, through quality and student experience oriented indicators. College student development research suggests that a negative campus racial climate can impact minority students ability to adjust, develop a sense of belonging, and ultimately persist at institutions of higher education (Cabrera et al., 1999; Hurtado and Carter, 1997). Measures of campus climate can indicate the quality of experience that different groups of students are having. Considering the recent series of highly publicized racial incidents and the reporting of racially differentiated experiences through public outlets like the #BBUM (Being Black at University of Michigan) twitter hashtag, reiterates the importance of assessing campus climate for states interested in improving educational equity. Campus climate can be measured by surveying students about their sense of belonging and tracking the rate of reported discriminatory incidents on campus. Measures of campus racial climate could be incorporated into campus evaluation systems using data like the number or increases in reported racial incidents, racial equity gaps in student outcomes, and surveys of campus racial climate.

Another factor that is important to the success of students of color is the idea of critical mass. If there is a certain threshold of students and faculty of color at institutions of higher education students of color are more likely to report positive experiences and have successful outcomes (Hagedorn et al., 2007). Considering that in many states students of color have yet to reach critical mass at the public PWIs and are underrepresented at institutions of higher education (especially four-year colleges and universities) in comparison to their proportion of the state population, it may not be strategic for states to decrease the student of color representation at MSIs. Although it may seem logical to simply invert racial and ethnic diversity metrics for MSIs, states should reconsider simply defining diversity as “non-Black” at HBCUs or “non-students of color” at MSIs. Further understanding of how such incentives to support non-Black, and non-students of color will shift institutional priorities or even result in the successful awarding of additional funding should be carefully and critically considered and monitored. Despite court orders, federal policies, and economic incentives to diversify their student bodies, HBCUs have nevertheless remained predominately Black (National Center for Education Statistics, 2010). Hence, the history of racial integration at HBCUs suggests that an MSI that is being held accountable for the improved enrollment and outcomes of non-students of color could a) ignore the need to improve the enrollment and outcomes of non-students of color and forfeit Performance Funding or b) adjust the mission or culture of the institution by shifting their focus to non-students of color and possibly still have trouble enrolling these students. Instead of relying on race to address issues of equity and diversity at MSIs, alternative metrics could include economic diversity (proportion of students who are Pell Grant eligible), ethnic diversity, or first generation status.

CONCLUSIONS

The majority of the United States is rapidly adopting Performance Funding models, with the discussion even at the international level as countries like Canada look to models like those found in Tennessee to develop similar Performance Funding systems (The Varsity, 2014). Similar to the arguments many educators have recently made warning the federal government about the potential problems of a national college rating system, Performance Funding policies are challenged by limitations of available data, difficulty identifying appropriate metrics for such a diverse set of organizations, and the challenges with defining and measuring educational value and success. Therefore many state policy makers should move cautiously as they consider the adoption of these funding models to carefully consider the nation's most vulnerable institutions that are often serving the most neglected student populations, the nations' public MSIs. Further, what is more powerful than the perceptions of colleges that could emerge from a campus ratings system, is the threat of a reduction in the state funding needed to improve institutional effectiveness that could result from the enactment of a state Performance Funding formula.

Additionally there have been virtually no analyses on the impact of Performance Funding policies on student outcomes disaggregated by MSI status, only a few dissertations on policy implementation and perceptions at HBCUs (i.e., Griffin, 2013; Jones, 2013). As institutions with limited resources, Performance Funding can have a significant impact on the institutional priorities, behavior, and outcomes at public MSIs, therefore it is important to carefully craft measures that will enhance MSI effectiveness. For example, does it make sense to incentivize the increased enrollment and success of White students at the states' MSIs when the majority of students of color are enrolled at public MSIs, and yet are still underrepresented at the state's campuses overall? To avoid metrics that could impede MSI success, it is essential that policy makers consult MSI institutional leaders and scholars when developing Performance Funding policies.

The term "performance" is different from "outcome" in that "outcome" is defined as a final product or end result. However "performance" is defined as the execution or accomplishment of work, yet some Performance Funding systems are being developed based on existing models and are rarely inclusive of measures that take into consideration the context in which the work was accomplished and the factors that make the final results valuable. An enhanced Performance Funding 2.0 policy would include measures that are truly responsive to diverse institutional

missions and student populations, ensure appropriate capacity for data collection and reporting, and include institutional leaders in policy development and revision. Finally, one must consider the educational values that cannot be easily captured through a numerical evaluation system. For example, it may not be possible to fully capture the "added-value" of attending an MSI for a student of color or attending a local university for a low-income, working student. Therefore it is critical to continue questioning how distinct institutional contexts are taken into consideration in the development of accountability and performance policies that are predicated on principles of fairness, standardization, and equity.

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INPUT METRICS	States that have used Metric
STUDENT DEMOGRAPHICS	
Student Enrollment Growth	UT,VA
Enrollment of Pell Eligible/Low-income Students	AR
Enrollment of Underprepared Students	AR
Closing the Access Gaps in Enrollment for Pell Eligible/ Low-income Students	PA
Enrollment of Racial and Ethnic Minority Students (Minority Students defined as “Latino, Black, Native American, Multi-Racial”)	PA
Enrollment for Racial and Ethnic Minority Students (Minority Students defined as Non-Black)	PA, SC, TN
Enrollment of Transfer Students	HI, NV
Enrollment of Transfer Students (Including Low-income and Racial and Ethnic Minority Transfer Students (Minority Students defined as “Latino, Black, Native American, Multi-Racial”))	PA
Enrollment of Transfer Students (Including Low-income and Non-Black Transfer Students)	PA
FACULTY DEMOGRAPHICS	
Faculty Diversity (increasing Asian, Latino, Black, Native American, Multi-Racial faculty populations)	MS, PA
Faculty Diversity (increasing Non-Black)	PA, TN
IMPROVING COLLEGE ACCESS	
Improving College Readiness	LA, MA
“Early College” Credit Hour Completion	IN
Affordability (Promoting Reduced Expenses/Tuition)	MN, MI, SD

Sample Input Metric: The state of Arkansas provides a financial reward for the percentage of all undergraduates receiving Pell Grants.

PROGRESS/PROCESS METRICS	States that have used Metric
COURSE COMPLETION	
Credit Accumulation: Number of Students Completing a Designated Number of Credits (i.e., 12,18, 24, 48, 72)	AZ, AR, IL, MS, MO, NM, OH, OK, SD, TN, TX, WA
Non-Developmental Education Course (or Credit-bearing Course) Completion Rates	AR, MO, NV, TX, WA
Developmental Course Completion (Including “Progression from Developmental Education to Credit-bearing Courses”)	AR, IL, IN, MS, MO, OH, TX, WA
Dual Enrollment Credit Completion	IN
COURSE LEARNING OUTCOMES	
Student Learning	KS, MA[1], MO
Preparation for Civic Engagement	MA
RETENTION/PERSISTENCE	
Year-to-Year Retention/Persistence Rate	KS, LA, MN, MS, MO, OK, PA, SD, VA,
Year-to-Year Retention/Persistence Rate for Pell Grant Eligible/Low-income Students	OK
INCREASING INSTITUTIONAL CAPACITY	
Research or Grant Funding Awarded	AZ, IL, IN, MI, MS, MO, PA, TN, VA
Patents (Number of U.S. patents issued)	AR
Number of New Company Start-Ups	AR
Increased Financial Efficiency (cost per-credit hour, cost per-completion, expenditures, strategic use of technology)	IL, IN, MS, MO, NV, PA, VA
Program Accreditation	OK
Participation in a Transfer Network	MI

Sample Process Metric: The state of Florida rewards campuses for their “academic progress rate” which is measured by the 2nd year retention rate for students with a Grade Point Average of 2.0 or higher.

OUTPUT METRICS	States that have used Metric
TRANSFER	
Transfer of Community College Students to a Four-Year Institution	AR, IL, KS, NV, OH, TN, TX
DEGREE COMPLETION	
Graduation Rates (Including two-year, four-year, six-year, and eight-year[2])	IL, IN, KS, LA, MI, MN, MS, MO, OK, TN, VA
Number of Degrees/Certificates Awarded/Completed	AZ, AR, HI, IL, IN, KS, MA, MN, MS, MO, NV, NM, OH, OK, PA, SD, TN, TX, UT, VA, WA,
STEM Credential/Degree Production	AZ, AR, IL, KS, MI, MS, NV, NM, OH, PA
“On-Time” Degree/Certificate Completion	IN, SD

DEGREE COMPLETION BY DEMOGRAPHIC GROUP	
Degree/Certificate Completion for Students Enrolled in at Least one Developmental Education Course	AR
Number of Degree/Certificates Earned in State Designated High Demand Fields	AR, IN, MS, NV, NM, ND
Number of Degrees/Certificates Earned by Racial and Ethnic Minority Students (including Asian, Latino, Black, Native American, Multi-Racial)	AR, IL, MO, OH, SD,
Number of Degrees/Certificates Earned by Non-Traditionally Aged Students	AR, IL, MS, SD, TN
Number of Degrees/Certificates Earned by Pell Grant Eligible/Low-income Students	IL, IN, MS, MO, NM, OH, SD, TN
Number of Degrees/Certificates Earned by Students who Transferred from another Institution in the state	AR,
Degree/Certificate Completion for "Academically Underprepared" Students	IL, MS, OH, SD
Closing Achievement ^[3] Gaps in Degree/Certificates Earned for Racial and Ethnic Minority Students (Minority Students defined as "Latino, Black, Native American, Multi-Racial")	MA, PA
Closing Achievement Gaps in Degree/Certificates Earned for Racial and Ethnic Minority Students (including Other than Black or Unknown Students)	PA
Closing Achievement Gaps in Degree/Certificates Earned for Low-income/Pell Eligible Students	MA, PA
Closing Achievement Gaps in Degree/Certificates Earned for Transfer Students (Including Low-income and Racial and Ethnic Minority Transfer Students) (Minority Students defined as "Latino, Black, Native American, Multi-Racial")	PA
Closing the Achievement Gaps in Degree/Certificates Earned for Transfer Students (Including Low-income and Other than Black or Unknown Transfer Students)	PA
POST GRADUATE SUCCESS	
Job Placement Rates	KS, MN, MO, SD
Student Success on Licensing Exams	KS, LA, MO, SD
Job Placement in High-Need Fields	HI
Number of Credential Completers that Obtain Employment	AR, HI
Alignment of Certificate/Degree Offerings with State Employer Needs	MA
Number of Workforce Training Hours Reported	AR
Graduate Wages/Earnings	KS

Sample Output Metric: The state of Nevada's four-year institutions are rewarded for the total number of bachelor's degrees conferred during an academic year. Students earning multiple degrees in an academic year will have each earned degree count as a separate outcome. An additional weight of .4 per bachelor's degree awarded to a minority or Pell eligible student is applied.

[1] Massachusetts is organizing a multi-state effort to design ways to measure student learning without using standardized exams. Faculty are building new assessment models using samples of real student work.

[2] Illinois is the only state with an eight-year graduation rate.

[3] Achievement in this group of indicators is defined as the percentage of students who obtained a bachelor's degree within six-years.

EQUITY METRICS

States that have used Metric

INPUT METRICS

Enrollment of Pell Eligible/Low-income Students	AR
Enrollment of Underprepared Students	AR
Closing the Access Gaps in Enrollment for Pell Eligible/ Low-income Students	PA
Enrollment for Racial and Ethnic Minority Students (Minority Students defined as “Latino, Black, Native American, Multi-Racial”)	PA
Enrollment for Racial and Ethnic Minority Students (Minority Students defined as Non-Black)	PA, SC, TN
Enrollment for Transfer Students (Including Low-income and Racial and Ethnic Minority Transfer Students) (Minority Students defined as “Latino, Black, Native American, Multi-Racial”)	PA
Enrollment for Transfer Students (Including Low-income and Non-Black Transfer Students)	PA
Faculty Diversity (Increasing Asian, Latino, Black, Native American, Multi-Racial faculty populations)	MS, PA
Faculty Diversity (Increasing Non-Black)	PA, TN
Affordability (Promoting Reduced Expenses/Tuition)	MIN, MI, SD
Enrollment of Transfer Students	HI, NV

PROGRESS/PROCESS METRICS

Year-to-Year Retention/Persistence Rate for Pell Grant Eligible/Low-income Students	OK
Participation in a Transfer Network	MI

OUTPUT METRICS

Degree/Certificate Completion for Students Enrolled in at Least one Developmental Education Course	AR
Number of Degrees/Certificates Earned by Racial and Ethnic Minority Students (Including Asian, Latino, Black, Native American, Multi-Racial)	AR, IL, MO, OH, SD,
Number of Degrees/Certificates Earned by Non-Traditionally Aged Students	AR, IL, MS, SD, TN
Number of Degrees/Certificates Earned by Pell Grant Eligible/Low-income Students	IL, IN, MS, MO, NM, OH, SD, TN
Number of Degrees/Certificates Earned by Students who Transferred from another Institution in the state	AR,
Degree/Certificate Completion for “Academically Underprepared” Students	IL, MS, OH, SD
Closing Achievement ^[1] Gaps in Degree/Certificates Earned for Racial and Ethnic Minority Students (Minority Students defined as “Latino, Black, Native American, Multi-Racial”)	MA, PA
Closing Achievement Gaps in Degree/Certificates Earned for Racial and Ethnic Minority Students (Including Other than Black or Unknown Students)	PA
Closing Achievement Gaps in Degree/Certificates Earned for Low-income/Pell Eligible Students	MA, PA
Closing Achievement Gaps in Degree/Certificates Earned for Transfer Students (Including Low-income and Racial and Ethnic Minority Transfer Students) (Minority Students defined as “Latino, Black, Native American, Multi-Racial”)	PA
Closing the Achievement Gaps in Degree/Certificates Earned for Transfer Students (Including Low-income and Other than Black or Unknown Transfer Students)	PA

[1] Achievement in this group of indicators is defined as the percentage of students who obtained a bachelor’s degree within six-years.

NON-MSI MISSION SPECIFIC METRICS

	Community College Indicator	Research University Indicator	States that have used metric
INPUT METRICS			
Enrollment of Pell Eligible/Low-income Students	X		AR
Enrollment of Underprepared Students	X		AR
PROGRESS/PROCESS METRICS			
Credit Accumulation: Number of Students Completing a Designated Number of Credits (i.e., 12, 18, 24, 48, 72)	X		AZ, AR, IL, IN, MS, MO, NM, ND, OH, OK, SD, TN, TX, WA
Non-Developmental Education Course (or Credit-bearing Course) Completion Rates	X		AR, MO, NV, TX, WA
Developmental Course Completion (Including Progression from Developmental Education to Credit-bearing Courses)	X		AR, IL, IN, MS, MO, OH, TX, WA
Dual Enrollment Credit Completion	X		IN
Year-to-Year Retention/Persistence Rate	X		FL, KS, LA, MN, MS, MO, OK, PA, SD, VA,
Research or Grant Funding Awarded		X	AZ, IL, IN, MI, MS, MO, PA, TN, VA
Patents (Number of U.S. patents issued)		X	AR
Number of New Company Start-Ups		X	AR
OUTPUT METRICS			
Transfer of Community College Students to a Four-Year Institution	X		AR, IL, KS, NV, OH, TN, TX
Graduation Rates (Including associates degree and certificates)	X		FL, IL, IN, KS, LA, MI, MN, MS, MO, OK, TN, VA
Number of Degrees/Certificates Awarded/Completed	X		AZ, AR, HI, IL, IN, KS, MA, MN, MS, MO, NV, NM, OH, OK, PA, SD, TN, TX, UT, VA, WA,
STEM Credential/Degree Production	X		AZ, AR, IL, KS, MI, MS, NV, NM, OH, PA
Number of Degree/Certificates Earned in State designated High Demand Fields	X		AR, IN, MS, NV, NM, ND
Number of Degrees/Certificates Earned by Racial and Ethnic Minority Students (including Asian, Latino, Black, Native American, Multi-Racial)	X		AR, IL, MO, OH, SD,
Number of Degrees/Certificates Earned by Non-Traditionally Aged Students	X		AR, IL, MS, SD, TN
Number of Degrees/Certificates Earned by Pell Grant Eligible/Low-income Students	X		IL, IN, MS, MO, NM, OH, SD, TN
Degree/Certificate Completion for "Academically Underprepared" Students	X		IL, MS, OH, SD
Job Placement Rates			FL, KS, MN, MO, SD
Student Success on Licensing Exams	X		KS, LA, MO, SD
Number of Credential Completers that Obtain Employment	X		AR, HI
Number of Workforce Training Hours Reported	X		AR

MSI METRICS

States that have used metric

INPUT METRICS	
Enrollment for Racial and Ethnic Minority Students (Minority Students defined as Non-Black)	PA, SC, TN
Enrollment for Transfer Students (Including Low-income and Non-Black Transfer Students)	PA
Faculty Diversity (increasing Non-Black)	PA, TN
OUTPUT METRICS	
Closing Achievement Gaps in Degree/Certificates Earned for Racial and Ethnic Minority Students (Including Other than Black or Unknown Students)	PA
Closing the Achievement Gaps in Degree/Certificates Earned for Transfer Students (Including Low-income and Other than Black or Unknown Transfer Students)	PA

APPENDIX B: Complete List of Public Minority-Serving Institutions by State¹

INSTITUTION NAME	AANAPISI	HSI	HBCU	TCU	NASNTI	ANNH	PBI	2YR	4YR
ALABAMA									
Alabama A&M University			X						X
Alabama State University			X						X
Bishop State Community College			X					X	
Gadsden State Community College			X					X	
Trenholm State Technical College			X					X	
J F Drake State Technical College			X					X	
Lawson State Community College			X					X	
Shelton State Community College-Freddie Campus			X					X	
Alabama Southern Community College							X	X	
Auburn University at Montgomery							X		X
Central Alabama Community College							X	X	
Chattahoochee Valley Community College							X	X	
George C. Wallace Community College-Dothan							X	X	
George C. Wallace State Community College-Selma							X	X	
Jefferson Davis Community College							X	X	
Reid State Technical College							X	X	
Troy University							X		X
Troy University-Montgomery							X		X
University of Alabama at Birmingham							X		X
University of West Alabama							X		X
ALASKA									
Ilisagvik College	X			X		X		X	
Prince William Sound Community College						X		X	
University of Alaska, Fairbanks						X			X
University of Alaska, Southeast						X			X
University of Alaska, Anchorage						X			X
Kodiak College, University of Alaska Anchorage					X			X	
ARIZONA									
Arizona Western College		X						X	
Central Arizona College		X						X	
Cochise College		X						X	
Estrella Mountain Community College		X						X	
GateWay Community College		X						X	
Glendale Community College		X						X	
Phoenix College		X						X	
Pima Community College		X						X	
South Mountain Community College		X						X	
Northland Pioneer College					X			X	
Dine College				X					X
Tohono O'odham Community College				X				X	
ARKANSAS									
University of Arkansas Pine Bluff			X						X
Arkansas Northeastern College							X	X	

¹ List of public MSIs was compiled based on listings found at the following sources (National Center for Education Statistics, 2014; Center for Minority-Serving Institutions, 2013; Hispanic Association of Colleges and Universities, 2012; Li & Carroll, 2007)

INSTITUTION NAME	AANAPISI	HSI	HBCU	TCU	NASNTI	ANNH	PBI	2YR	4YR
East Arkansas Community College							X	X	
Mid-South Community College							X	X	
Philips Community College of the University of Arkansas							X	X	
Pulaski Technical College							X	X	
South Arkansas Community College							X	X	
Southeast Arkansas College							X	X	
Southern Arkansas University Main Campus							X		X
Southern Arkansas University Tech							X	X	
University of Arkansas at Little Rock							X		X
University of Arkansas at Monticello							X		X
University of Arkansas Community College-Hope							X	X	
CALIFORNIA									
American River College	X							X	
Berkeley City College	X							X	
California State University-East Bay	X								X
California State University-Sacramento	X								X
City College of San Francisco	X							X	
Coastline Community College	X							X	
College of Alameda	X							X	
College of San Mateo	X							X	
Cosumnes River College	X							X	
Cypress College	X							X	
De Anza College	X							X	
Foothill College	X							X	
Golden West College	X							X	
Irvine Valley College	X							X	
Laney College	X							X	
San Jose State University	X								X
Solano Community College	X							X	
University of California-Berkeley	X								X
University of California-Davis	X								X
University of California-Irvine	X								X
University of California-Los Angeles	X								X
University of California-San Diego	X								X
University of California-San Francisco	X								X
West Valley College	X							X	
Mission College	X							X	
Ohlone College	X							X	
Orange Coast College	X							X	
San Diego Miramar College	X							X	
San Francisco State University	X								X
California State Polytechnic University-Pomona	X	X							X
California State University Dominguez Hills	X	X							X

INSTITUTION NAME	AANAPISI	HSI	HBCU	TCU	NASNTI	ANNH	PBI	2YR	4YR
California State University-Fresno	X	X							X
California State University-Fullerton	X	X							X
California State University-Long Beach	X	X							X
California State University-Los Angeles	X	X							X
California State University-Northridge	X	X							X
California State University-San Marcos	X	X							X
California State University-Stanislaus	X	X							X
Canada College	X	X						X	
Cerritos College	X	X						X	
Chabot College	X	X						X	
Contra Costa College	X	X						X	
East Los Angeles College	X	X						X	
Evergreen Valley College	X	X						X	
Fresno City College	X	X						X	
Glendale Community College	X	X						X	
San Jose City College	X	X						X	
Santa Monica College	X	X						X	
Skyline College	X	X						X	
Southwestern College	X	X						X	
University of California-Merced	X	X							X
University of California-Riverside	X	X							X
Yuba College	X	X						X	
Long Beach City College	X	X						X	
Los Angeles City College	X	X						X	
Los Angeles County College of Nursing and Allied Health	X	X						X	
Los Angeles Harbor College	X	X						X	
Los Angeles Pierce College	X	X						X	
Los Medanos College	X	X						X	
Merced College	X	X						X	
Monterey Peninsula College	X	X						X	
Mt. San Antonio College	X	X						X	
Napa Valley College	X	X						X	
Pasadena City College	X	X						X	
Sacramento City College	X	X						X	
San Diego City College	X	X						X	
San Diego Mesa College	X	X						X	
San Joaquin Delta College	X	X						X	
El Camino College	X	X					X	X	
Merritt College	X						X	X	
Allan Hancock College		X						X	
Antelope Valley College		X						X	
Bakersfield College		X						X	
Barstow College		X						X	

INSTITUTION NAME	AANAPISI	HSI	HBCU	TCU	NASNTI	ANNH	PBI	2YR	4YR
Cabrillo College		X						X	
California State University-Bakersfield		X							X
California State University-Channel Islands		X							X
California State University-Monterey Bay		X							X
California State University-San Bernardino		X							X
Cerro Coso Community College		X						X	
Chaffey College		X						X	
Citrus College		X						X	
College of the Canyons		X						X	
College of the Desert		X						X	
College of the Sequoias		X						X	
Crafton Hills College		X						X	
Cuesta College		X						X	
Cuyamaca College		X						X	
Cypress College		X						X	
East San Gabriel Valley Regional Occupational Program		X						X	
Fullerton College		X						X	
Gavilan College		X						X	
Grossmont College		X						X	
Hartnell College		X						X	
Imperial Valley College		X						X	
Las Positas College		X						X	
Los Angeles Mission College		X						X	
Los Angeles Trade Technical College		X						X	
Los Angeles Valley College		X						X	
Mendocino College		X						X	
MiraCosta College		X						X	
Modesto Junior College		X						X	
Moorpark College		X						X	
Moreno Valley College		X						X	
Mt. San Jacinto Community College District		X						X	
Norco College		X						X	
Oxnard College		X						X	
Palo Verde College		X						X	
Palomar College		X						X	
Porterville College		X						X	
Reedley College		X						X	
Rio Hondo College		X						X	
Riverside City College		X						X	
San Bernardino Valley College		X						X	
San Diego State University		X							X
San Diego State University-Imperial Valley Campus		X							X
Santa Ana College		X						X	

INSTITUTION NAME	AANAPISI	HSI	HBCU	TCU	NASNTI	ANNH	PBI	2YR	4YR
Santa Barbara City College		X						X	
Santa Rosa Junior College		X						X	
Santiago Canyon College		X						X	
Taft College		X						X	
University of California-Santa Cruz		X							X
Ventura College		X						X	
Victor Valley College		X						X	
West Hills College Coalinga		X						X	
West Hills College Lemoore		X						X	
Woodland Community College		X						X	
Los Angeles Southwest College		X					X	X	
West Los Angeles College		X					X	X	
COLORADO									
Adams State University		X							X
Aims Community College		X						X	
Colorado State University-Pueblo		X							X
Community College of Denver		X						X	
Otero Junior College		X						X	
Pueblo Community College		X						X	
Trinidad State Junior College		X						X	
Fort Lewis College					X				X
CONNECTICUT									
Capital Community College		X						X	
Norwalk Community College		X						X	
Housatonic Community College		X					X	X	
Gateway Community College							X	X	
DELAWARE									
Delaware State University			X						X
Delaware Technical and Community College-Terry							X	X	
FLORIDA									
Florida A&M			X						X
Florida International University		X							X
Hillsborough Community College		X						X	
Miami Dade College		X							X
South Florida State College		X							X
Valencia College		X							X
Broward College		X					X		X
Florida State College at Jacksonville							X		X
Tallahassee Community College							X	X	
GEORGIA									
Albany State University			X						X
Fort Valley State University			X						X
Savannah State University			X						X
Albany Technical College							X	X	

INSTITUTION NAME	AANAPISI	HSI	HBCU	TCU	NASNTI	ANNH	PBI	2YR	4YR
Altamaha Technical College							X	X	
Atlanta Metropolitan State College							X		X
Atlanta Technical College							X	X	
Augusta Technical College							X	X	
Bainbridge College							X	X	
Central Georgia Technical College							X	X	
Chattahoochee Technical College							X	X	
Clayton State University							X		X
College of Coastal Georgia							X		X
Columbus State University							X		X
Columbus Technical College							X	X	
Darton State College							X	X	
East Georgia State College							X		X
Georgia Military College-Ft. Benning Center							X	X	
Georgia Military College-Ft. Gordon Center							X	X	
Georgia Military College-Ft. McPherson Center							X	X	
Georgia Military College-Main Campus							X	X	
Georgia Military College-Moody Center							X	X	
Georgia Military College-Robins Air Force Base Center							X	X	
Georgia Military College-Valdosta							X	X	
Georgia Perimeter College							X	X	
Georgia Piedmont Technical College							X	X	
Georgia Southwestern State University							X		X
Georgia State University							X		X
Gordon State College							X		X
Gwinnett Technical College							X	X	
Middle Georgia State College							X		X
Middle Georgia Technical College							X	X	
Moultrie Technical College							X	X	
Oconee Fall Line Technical College							X	X	
Ogeechee Technical College							X	X	
Okefenokee Technical College							X	X	
Savannah Technical College							X	X	
South Georgia College							X		X
South Georgia Technical College							X	X	
Southeastern Technical College							X	X	
Southern Crescent Technical College							X	X	
Southwest Georgia Technical College							X	X	
West Georgia Technical College							X	X	
Wiregrass Georgia Technical College							X	X	
HAWAII									
Hawaii Community College	X						X	X	
Honolulu Community College	X						X	X	

INSTITUTION NAME	AANAPISI	HSI	HBCU	TCU	NASNTI	ANNH	PBI	2YR	4YR
Kapiolani Community College	X					X		X	
Kauai Community College	X					X		X	
Leeward Community College	X					X		X	
University of Hawaii at Hilo	X					X			X
University of Hawaii at Manoa	X					X			X
University of Hawaii at West Oahu	X					X			X
University of Hawaii- Maui College	X					X			X
Winward Community College	X					X		X	
ILLINOIS									
College of DuPage	X							X	
Harper College	X							X	
Oakton Community College	X							X	
University of Illinois, Chicago	X								X
City Colleges of Chicago-Harry S Truman College	X	X						X	
City Colleges of Chicago-Richard J Daley College		X						X	
City Colleges of Chicago-Wilbur Wright College		X						X	
College of Lake County		X						X	
Elgin Community College		X						X	
Morton College		X						X	
Northeastern Illinois University		X							X
Triton College		X						X	
Waubensee Community College		X						X	
City Colleges of Chicago-Harold Washington College		X					X	X	
City Colleges of Chicago-Malcolm X College		X					X	X	
Chicago State University							X		X
City Colleges of Chicago – Kennedy King College							X	X	
City Colleges of Chicago-Olive Harvey College							X	X	
Governors State University							X		X
Prairie State College							X	X	
South Suburban College							X	X	
Southeastern Illinois College							X	X	
INDIANA									
Ivy Tech Community College							X	X	
KANSAS									
Fort Hays State University	X								X
Dodge City Community College		X						X	
Garden City Community College		X						X	
Seward County Community College and Area Tech School		X						X	
Kansas City Kansas Community College							X	X	
Haskell Indian Nations University				X					X
KENTUCKY									
Kentucky State University			X						X
Hopkinsville Community College							X	X	

INSTITUTION NAME	AANAPISI	HSI	HBCU	TCU	NASNTI	ANNH	PBI	2YR	4YR
LOUISIANA									
Grambling State University			X						X
Southern University and A&M College			X						X
Southern University at New Orleans			X						X
Southern University at Shreveport			X					X	
Baton Rouge Community College							X	X	
Bossier Parish Community College							X	X	
Central Louisiana Technical Community College							X	X	
Delgado Community College							X	X	
Fletcher Technical Community College							X	X	
Louisiana Delta Community College- Monroe Campus							X	X	
Louisiana State University-Eunice							X	X	
Northwest Louisiana Technical College							X	X	
Northwestern State University of Louisiana							X		X
Nunez Community College							X	X	
River Parishes Community College							X	X	
South Central Louisiana Technical College							X	X	
South Louisiana Community College							X	X	
SOWELA Technical Community College							X	X	
University of Louisiana at Monroe							X		X
University of New Orleans							X		X
MARYLAND									
University of Maryland, College Park	X								X
Montgomery College	X						X	X	
Bowie State University			X						X
Coppin State University			X						X
Morgan State University			X						X
University of Maryland-Eastern Shore			X						X
Baltimore City Community College							X	X	
Prince George's Community College							X	X	
The Community College of Baltimore County							X	X	
University of Baltimore							X		X
University of Maryland-Baltimore							X		X
University of Maryland-University College							X		X
Wor-Wic Community College							X	X	
MASSACHUSETTS									
Middlesex Community College	X							X	
University of Massachusetts-Boston	X								X
Bunker Hill Community College	X						X	X	
Northern Essex Community College		X						X	
Roxbury Community College							X	X	
MICHIGAN									
Henry Ford Community College							X	X	

INSTITUTION NAME	AANAPISI	HSI	HBCU	TCU	NASNTI	ANNH	PBI	2YR	4YR
Wayne County Community College District							X	X	
Wayne State University							X		X
Bay Mills Community College				X				X	
Keweenaw Bay Ojibwa Community College				X				X	
Saginaw Chippewa Tribal College				X				X	
MINNESOTA									
Century College	X							X	
North Hennepin Community College	X							X	
Minneapolis Community and Technical College							X	X	
Fond du Lac Tribal & Community College				X				X	
Leech Lake Tribal College				X				X	
MISSISSIPPI									
Alcorn State University			X						X
Coahoma Community College			X					X	
Hinds Community College-Utica			X					X	
Jackson State University			X						X
Mississippi Valley State University			X						X
Copiah-Lincoln Community College							X	X	
Delta State University							X		X
East Central Community College							X	X	
East Mississippi Community College							X	X	
Hinds Community College							X	X	
Holmes Community College							X	X	
Itawamba Community College							X	X	
Jones County Junior College							X	X	
Meridian Community College							X	X	
Mississippi Delta Community College							X	X	
Mississippi University for Women							X		X
Northwest Mississippi Community College							X	X	
Southwest Mississippi Community College							X	X	
MISSOURI									
Harris-Stowe State University			X						X
Lincoln University			X						X
Metropolitan Community College-Penn Valley							X	X	
St. Louis Community College-Florissant Valley							X	X	
St. Louis Community College-Forest Park							X	X	
MONTANA									
Aaniih nokoda College (formerly Fort Belknap)				X				X	
Chief Dull Knife College				X				X	
Fort Peck Community College				X				X	
Little Big Horn College				X				X	
Stone Child College				X				X	
NEBRASKA									
Nebraska Indian Community College				X				X	

INSTITUTION NAME	AANAPISI	HSI	HBCU	TCU	NASNTI	ANNH	PBI	2YR	4YR
NEVADA									
Nevada State College	X								X
University of Nevada- Las Vegas	X								X
College of Southern Nevada	X	X							X
NEW JERSEY									
Middlesex County College	X							X	
New Jersey Institute of Technology	X								X
Rutgers University-Newark	X								X
Bergen Community College		X						X	
Cumberland County College		X						X	
Hudson County Community College		X						X	
New Jersey City University		X							X
Passaic County Community College		X						X	
Union County College		X						X	
Essex County College		X					X	X	
Mercer County Community College							X	X	
NEW MEXICO									
Central New Mexico Community College		X						X	
Clovis Community College		X						X	
Eastern New Mexico University-Main Campus		X							X
Eastern New Mexico University-Roswell		X						X	
Eastern New Mexico University-Ruidoso		X						X	
Luna Community College		X						X	
Mesalands Community College		X						X	
New Mexico Highlands University		X							X
New Mexico Institute of Mining and Technology		X							X
New Mexico Junior College		X						X	
New Mexico State University-Alamogordo		X						X	
New Mexico State University-Carlsbad		X						X	
New Mexico State University-Dona Ana		X						X	
New Mexico State University-Main Campus		X							X
Northern New Mexico College		X							X
Santa Fe Community College		X						X	
University of New Mexico- Main Campus		X							X
University of New Mexico-Los Alamos		X						X	
University of New Mexico-Taos Branch		X						X	
University of New Mexico-Valencia County Branch		X						X	
Western New Mexico University		X							X
San Juan College					X			X	
University of New Mexico-Gallup					X			X	
New Mexico State University-Grants		X			X			X	
Institute of American Indian Arts				X					X
Navajo Technical College				X					X
Southwestern Indian Polytechnic Institute				X				X	

INSTITUTION NAME	AANAPISI	HSI	HBCU	TCU	NASNTI	ANNH	PBI	2YR	4YR
NEW YORK									
CUNY Bernard M. Baruch College	X								X
CUNY Hunter College	X								X
CUNY Queens College	X								X
SUNY at Stony Brook	X								X
CUNY Borough of Manhattan Community College	X	X						X	
CUNY City College	X	X							X
CUNY LaGuardia Community College	X	X						X	
CUNY New York City College of Technology	X	X							X
CUNY Queensborough Community College	X	X					X	X	
CUNY Brooklyn College	X						X		X
CUNY Kingsborough Community College	X						X	X	
CUNY York College	X						X		X
CUNY-Bronx Community College		X						X	
CUNY-Hostos Community College		X						X	
CUNY-John Jay College of Criminal Justice		X							X
CUNY-Lehman College		X							X
SUNY Westchester Community College		X						X	
CUNY-Medgar Evers College							X		X
Sullivan County Community College							X	X	
SUNY College at Old Westbury							X		X
SUNY Downstate Medical Center at Brooklyn							X		X
NORTH CAROLINA									
Elizabeth City State University			X						X
Fayetteville State University			X						X
North Carolina A&T State University			X						X
North Carolina Central University			X						X
Winston Salem State University			X						X
Robeson Community College					X			X	
University of North Carolina, Pembroke					X				X
Beaufort County Community College							X	X	
Bladen Community College							X	X	
Central Carolina Community College							X	X	
Central Piedmont Community College							X	X	
College of the Albemarle							X	X	
Durham Technical Community College							X	X	
Edgecombe Community College							X	X	
Fayetteville Technical Community College							X	X	
Forsyth Technical Community College							X	X	
Guilford Technical Community College							X	X	
Halifax Community College							X	X	
James Sprunt Community College							X	X	
Lenoir Community College							X	X	
Martin Community College							X	X	

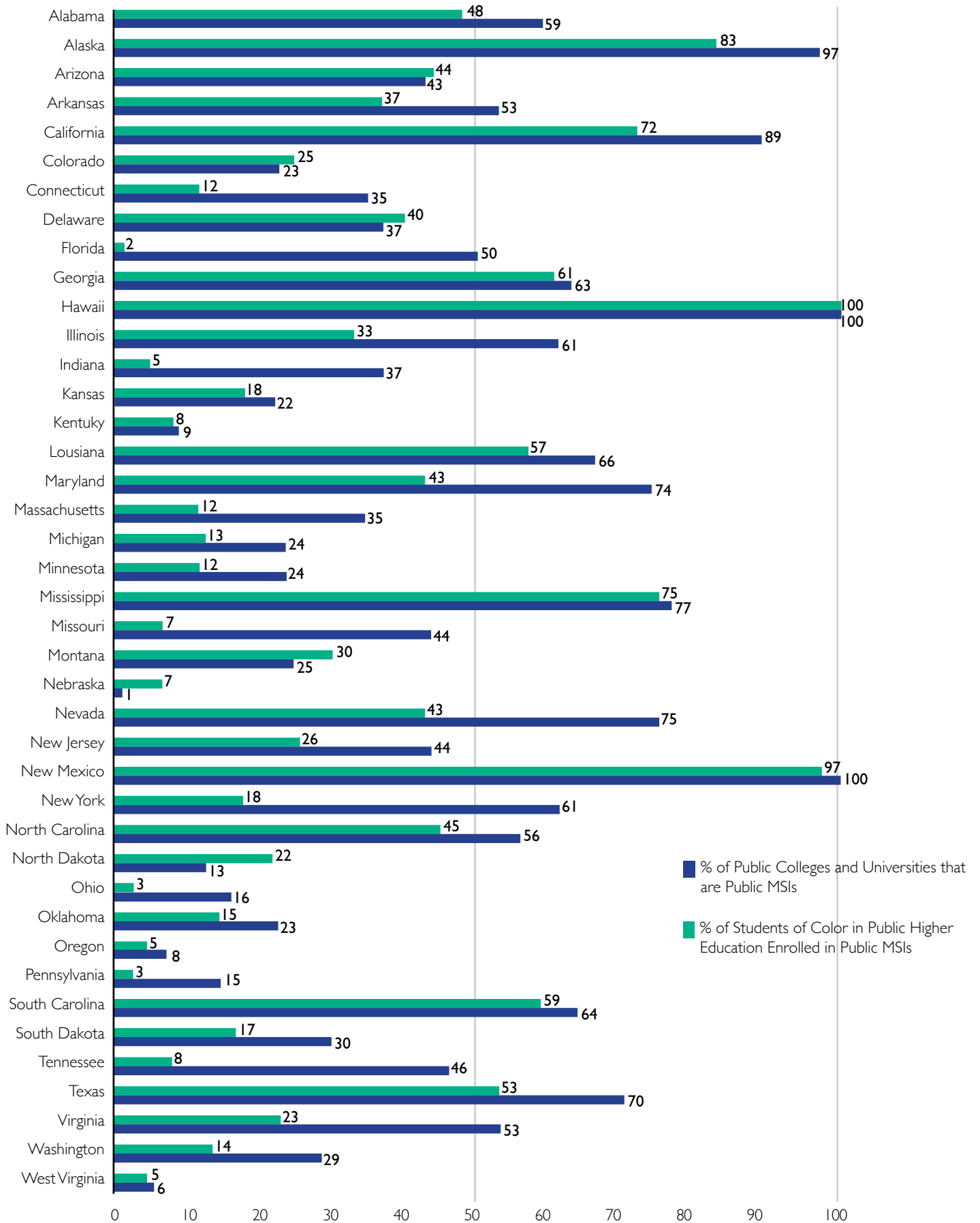
INSTITUTION NAME	AANAPISI	HSI	HBCU	TCU	NASNTI	ANNH	PBI	2YR	4YR
Nash Community College							X	X	
Pamlico Community College							X	X	
Piedmont Community College							X	X	
Pitt Community College							X	X	
Richmond Community College							X	X	
Roanoke-Chowan Community College							X	X	
Sampson Community College							X	X	
Sandhills Community College							X	X	
South Piedmont Community College							X	X	
Southeastern Community College							X	X	
Vance-Granville Community College							X	X	
Wayne Community College							X	X	
Wilson Community College							X	X	
Cankdeska Cikana Community College				X				X	
Fort Berthold Community College				X					X
Sitting Bull College				X					X
OHIO									
Central State University			X						X
Cincinnati State Technical and Community College							X	X	
Cuyahoga Community College District							X	X	
OKLAHOMA									
Langston University			X						X
Carl Albert State College					X			X	
East Central University					X				X
Eastern Oklahoma State College					X			X	
Murray State College					X			X	
Northeastern Oklahoma A&M College					X			X	
Northeastern State University					X				X
Redlands Community College					X			X	
Rogers State University					X				X
Seminole State College					X			X	
Southeastern Oklahoma State University					X				X
College of the Muscogee Nation				X				X	
Comanche Nation College				X				X	
OREGON									
Chemeketa Community College		X						X	
PENNSYLVANIA									
Cheyney University of Pennsylvania			X	X					X
Lincoln University			X						X
Community College of Philadelphia							X	X	
SOUTH CAROLINA									
Aiken Technical College							X	X	
Central Carolina Technical College							X	X	
Florence-Darlington Technical College							X	X	

INSTITUTION NAME	AANAPISI	HSI	HBCU	TCU	NASNTI	ANNH	PBI	2YR	4YR
Francis Marion University							X		X
Midlands Technical College							X	X	
Northeastern Technical College							X	X	
Orangeburg Calhoun Technical College							X	X	
Piedmont Technical College							X	X	
Spartanburg Community College							X	X	
Technical College of the Lowcountry							X	X	
Trident Technical College							X	X	
University of South Carolina Upstate							X		X
University of South Carolina-Aiken							X		X
University of South Carolina-Salkehatchie							X		X
University of South Carolina-Sumter							X		X
Williamsburg Technical College							X	X	
Winthrop University							X		X
York Technical College							X	X	
Denmark Technical College			X					X	
South Carolina State University			X						X
SOUTH DAKOTA									
Oglala Lakota College				X					X
Sisseton Wahpeton College				X				X	
TENNESSEE									
Tennessee State University			X						X
Nashville State Community College							X	X	
Southwest Tennessee Community College							X	X	
University of Memphis							X		X
TEXAS									
University of Texas, Arlington	X								X
Brookhaven College	X	X						X	
Houston Community College	X	X						X	
North Lake College	X	X						X	
Richland College	X	X						X	
University of Houston	X	X							X
Prairie View A&M University			X						X
Texas Southern University			X						X
St. Phillip's College		X	X					X	
Alvin Community College		X						X	
Amarillo College		X						X	
Angelo State University		X							X
Austin Community College District		X						X	
Brazosport College		X							X
Clarendon College		X						X	
Coastal Bend College		X						X	
College of the Mainland		X						X	
Del Mar College		X						X	

INSTITUTION NAME	AANAPISI	HSI	HBCU	TCU	NASNTI	ANNH	PBI	2YR	4YR
Eastfield College		X						X	
El Centro College		X						X	
El Paso Community College		X						X	
Galveston College		X						X	
Houston Community College		X						X	
Howard College		X						X	
Laredo Community College		X						X	
Lee College		X						X	
Lone Star College System		X						X	
Midland College		X							X
Mountain View College		X						X	
Northwest Vista College		X						X	
Odessa College		X						X	
Palo Alto College		X						X	
San Antonio College		X						X	
San Jancinto Community College		X						X	
South Plains College		X						X	
South Texas College		X							X
Southwest College Institute for the Deaf		X						X	
Southwest Texas Junior College		X						X	
Sul Ross State University		X							X
Texas A&M International University		X							X
Texas A&M University – Corpus Christi		X							X
Texas A&M University – Kingsville		X							X
Texas State Technical College Harlingen		X						X	
Texas State University San Marcos		X							X
The University of Texas at Brownsville		X							X
The University of Texas at El Paso		X							X
The University of Texas at San Antonio		X							X
The University of Texas Health Science Center at San Antonio		X							X
The University of Texas of the Permian Basin		X							X
The University of Texas-Pan American		X							X
University of Houston-Clear Lake		X							X
University of Houston-Downtown		X							X
University of Houston-Victoria		X							X
Victoria College		X						X	
Western Texas College		X						X	
Wharton County Junior College		X						X	
Cedar Valley College							X	X	
Central Texas College							X	X	
Lamar Institute of Technology							X	X	
Lamar State College-Port Arthur							X	X	
Texas State Technical College-Marshall							X	X	

INSTITUTION NAME	AANAPISI	HSI	HBCU	TCU	NASNTI	ANNH	PBI	2YR	4YR
VIRGINIA									
Northern Virginia Community College	X							X	
Norfolk State University			X						X
Virginia State University			X						X
Danville Community College							X	X	
Eastern Shore Community College							X	X	
J Sargent Reynolds Community College							X	X	
John Tyler Community College							X	X	
Paul D Camp Community College							X	X	
Southside Virginia Community College							X	X	
Thomas Nelson Community College							X	X	
Tidewater Community College							X	X	
WASHINGTON									
Bellevue College	X								X
Edmonds Community College	X							X	
University of Washington-Seattle Campus	X								X
Big Bend Community College		X						X	
Columbia Basin College		X							X
Wenatchee Valley College		X						X	
Yakima Valley Community College		X						X	
Northwest Indian College				X					X
WASHINGTON D.C.									
University of the District of Columbia			X						X
WEST VIRGINIA									
Bluefield State College			X						X
West Virginia State University			X						X
WISCONSIN									
Lac Courte Oreilles Ojibwa College				X				X	

TABLE 1.2 STUDENTS OF COLOR ENROLLMENT AT PUBLIC MSIs





Founded in 1867 as the George Peabody Education Fund, the Southern Education Foundation's mission is to advance equity and excellence in education for all students in the South, particularly low income students and students of color. SEF uses collaboration, advocacy, and research to improve outcomes from early childhood to adulthood. Our core belief is that education is the vehicle by which all students get fair chances to develop their talents and contribute to the common good.

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