

2011

**The Effects of In-State  
Tuition for Non-Citizens:  
A Systematic Review of  
the Evidence**

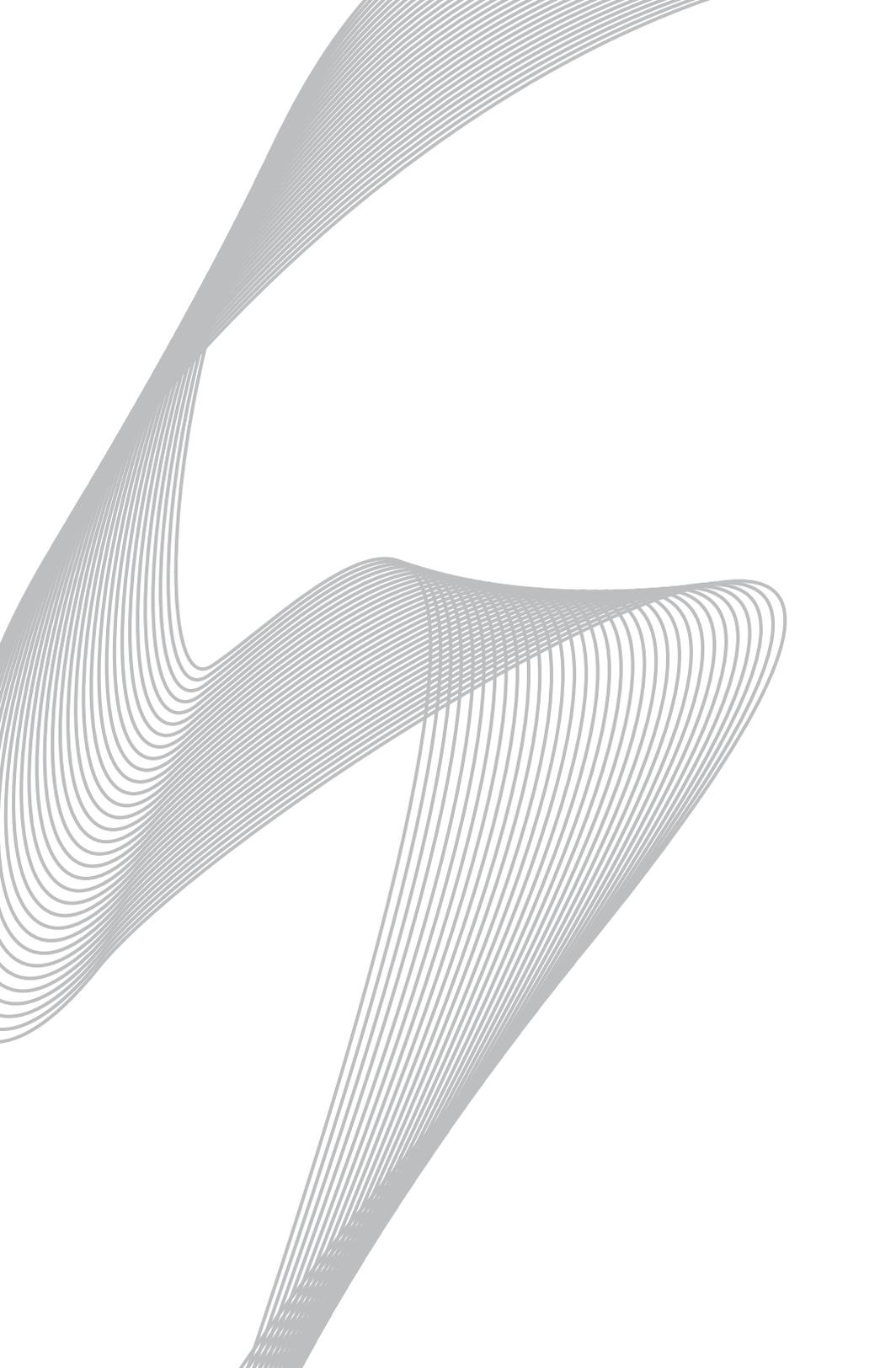
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# Foreword

The Latino Policy Institute at Roger Williams University is proud to present this report entitled “The Effects of In-State Tuition for Non-Citizens: A Systematic Review of the Evidence”. This report resulted from a rigorous systematic review on original research examining the effects of in-state tuition legislation on implementing states. A systematic review is essentially a survey of research, which summarizes the evidence on a given topic, in this case in-state tuition legislation. Studies are not “cherry picked” to support a particular position in a systematic review, rather they are methodically retrieved using unbiased and replicable search strategies.

To that effect, the Latino Policy Institute’s systematic review of original research on in-state tuition legislation provides timely and much needed evidence, which will hopefully be used to inform the discourse around this heavily debated piece of legislation. The results of this systematic review were applied to Rhode Island data to provide a probabilistic picture of what effects in-state tuition legislation may have on the Rhode Island community. In sum, this report offers the first compilation of evidence on the effects of in-state tuition in implementing jurisdictions.



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# What is In-State Tuition for Rhode Island?

*A Review of the Proposed Legislation*

In Rhode Island, the proposed in-state tuition legislation is titled the “Student Equal Economic Opportunity Act.” Representative Grace Diaz introduced this act in the 2011 legislative session on February 03, 2011. This act allows for non-citizens to qualify for in-state tuition if they: <sup>(1)</sup> attended a RI high school for 3+ years, <sup>(2)</sup> graduated from a RI high school, <sup>(3)</sup> are registered or enrolled at a college or university, and <sup>(4)</sup> they agree to apply for lawful immigration status if and when they are eligible to do so.

# What is In-State Tuition Nationally?

Currently, there is no federal/national legislation, proposed or enacted, that offers a provision for in-state tuition rates to non-citizens. Previously, in-state tuition on a national level was most commonly associated with the Development, Relief, and Education for Alien Minors Act (DREAM Act). However, this is a misconception. The DREAM Act previously had a provision clarifying that states allowing non-citizens in-state tuition were not in violation of the 1996 Illegal Immigration Reform and Immigrant Responsibility Act (IIRIRA), which states that residency must be determined in order to receive education benefits. This provision never mandated countrywide in-state tuition policies, and has since been removed.

*“The benefits of education and of useful knowledge, generally diffused through a community, are essential to the preservation of a free government” –S. Levenson*

# Executive Summary

## Available research suggests that:

- In-state tuition results in a 31% increase in non-citizen enrollment in institutes of higher education. (Page 9)
  - In Rhode Island, this increase would result in 24 more non-citizens attending college full time each year (currently there are 74 full time students attending URI, RIC, and CCRI). (Page 3)
- In-state tuition is correlated with a 14% decrease in high school dropouts among non-citizen Latinos. (Page 14)
  - In Rhode Island, this decrease in dropouts would result in 71 more non-citizen Latino high school graduates per year. (Page 4)
- The benefits associated with in-state tuition do not appear to come at a financial cost to the U.S. taxpayer. (Page 11-12)
  - In Rhode Island, the enrollment of non-citizens would result in roughly \$162,000 in revenue to public institutes of higher education per year. (Page 3-4)

# Executive Summary: Rhode Island Narrative

In 2009, 69,757 non-citizens were residing in Rhode Island.<sup>1</sup> According to National Center for Education Statistics data, there were 74 non-citizen undergraduate students attending one of the public institutes of higher education in Rhode Island full time (University of Rhode Island, Rhode Island College, or Community College of Rhode Island).<sup>2</sup> In an attempt to estimate the effect of in-state tuition on Rhode Island, this section applies the results of our systematic review to this data.

The results of this systematic review found that in-state tuition is correlated with a 31% increase in enrollment at institutes of higher education by non-citizens. If 31% more non-citizen students pursued higher education in Rhode Island, that would be a total gain of 24 additional full time undergraduate students. This gain would constitute a tuition surplus for the local colleges and universities.

According to the National Center for Education Statistics data, the in-state tuition rate for the University of Rhode Island (URI) is \$2,711 higher than the instructional expenses needed to teach each student.<sup>3</sup> If in-state tuition legislation were implemented, it would result in a net gain of 12 students, totaling 50 non-citizen undergrad students.<sup>4</sup> Even if these students were all paying in-state tuition rates, they would still contribute \$135,550 over the instruction expenses needed for teaching.<sup>5</sup> Similarly, the in-state tuition rate for Rhode Island College (RIC) is \$1,779 higher than the instructional expenses needed to teach each student.<sup>6</sup> Accordingly, in-state tuition legislation in Rhode Island would result in a net gain of 7 students at RIC, totaling 28 undergraduate

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<sup>1</sup> 2009 American Community Survey

<sup>2</sup> Using data from the Integrated Postsecondary Education Data System (IPEDS) <http://nces.ed.gov/ipeds/datacenter/>

<sup>3</sup> Calculated the difference between URI in-state tuition (\$9,014) and the National Center for Education Statistics reported FTE instructional cost for URI (\$6,303)

<sup>4</sup> According to the University of Rhode Island Institutional Research Office and the National Center for Education Statistics there are currently 38 non-citizen full time undergraduate students at the University of Rhode Island. The 12 additional students were calculated by multiplying the 38 students by the 31% increase from in-state tuition

<sup>5</sup> Calculated by multiplying the difference between URI in-state tuition and the National Center for Education Statistics data on FTE instructional cost for URI (\$2,711) by 50 total students (38 currently enrolled and 12 additional from the 31% increase)

<sup>6</sup> Calculated the difference between RIC in-state tuition (\$6,986) and the National Center for Education Statistics reported FTE instructional cost for RIC (\$5,207)

students.<sup>7</sup> Even if they all paid in-state tuition rates, their tuition would still contribute \$49,812 over the instruction expenses needed for teaching.<sup>8</sup> However, the in-state tuition rate for the Community College of Rhode Island (CCRI) is \$1,181 under the instructional expenses needed to teach each student.<sup>9</sup> For CCRI, if in-state tuition were implemented it would result in a net gain of 5 students, totaling 20 non-citizen undergrad students.<sup>10</sup> If these students were all paying in-state tuition rates, they would pay \$23,620 under the instruction expenses needed for teaching.<sup>11</sup>

However, it is important to note that the differences between in-state tuition and the FTE instructional costs are not the ultimate cost or benefit

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**“The passage of in-state tuition legislation would be a benefit to Rhode Island-economically, socially, and educationally”**

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to the university or the state. State subsidies are not allocated directly from the number of in-state or out-of-state students.<sup>12</sup> Furthermore, this data does not take into account longitudinal effects on the lifetime earning potential of college graduates versus high school graduates or lower. These variables, along with others, need to be taken into account in rigorous statistical economic modeling to calculate

the true financial cost or benefit of in-state tuition for non-citizens in implementing states.

The results from this systematic review also found that in-state tuition was correlated with a 14% decrease in dropouts among Latino non-citizens. Currently, the dropout rate for Latinos (23%) is the highest in Rhode Island.<sup>13</sup> Although the effect may not be as strong with Latino citizens as with Latino non-citizens, in-state tuition implementation could have the potential to decrease the Latino dropout rate from 23% to 20%. This would result in 71 more Latino students per year graduating from Rhode Island high schools; a meaningful improvement.

Ultimately, in addition to the empirical and educational benefits of in-state tuition on Rhode Island, it is important to note that in-state tuition policies are geared toward facilitating opportunities. Children of

immigrant families do not always have the financial means to pay for out of state tuition. According to Rhode Island Kids Count, 44% of children in immigrant families are poor or low-income.<sup>14</sup> Additionally, the life prospects of these children are already compromised. These children are less likely to have access to early care and education, and 18.8% of foreign-born children do not have health insurance.<sup>15</sup>

In-state tuition legislation does not appear to have a financial cost to implementing states. Furthermore, available research suggests that in-state tuition legislation improves education outcomes by reducing high school dropout rates and increasing enrollment in institutes of higher education. Although more research is needed on the Rhode Island specific effects of in-state tuition, this systematic review of available literature gives reason to believe that the passage of in-state tuition legislation would be a benefit to Rhode Island-economically, socially, and educationally.

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<sup>7</sup> According to the Rhode Island College Institutional Research Office and the National Center for Education Statistics, there are currently 21 non-citizen, full time, undergraduate students at Rhode Island College. The 12 additional students were calculated by multiplying the 21 students by the 31% increase from in-state tuition

<sup>8</sup> Calculated by multiplying the difference between RIC in-state tuition and the National Center for Education Statistics data on FTE instructional cost for RIC (\$1,779) by 28 total students (21 currently enrolled and the additional 7 students enrolled from the 31% increase)

<sup>9</sup> Calculated the difference between CCRI in-state tuition (\$3,356/\$1,678 per semester) and the National Center for Education Statistics reported FTE instructional cost for CCRI (\$4,537)

<sup>10</sup> According to the Community College of Rhode Island Institutional Research Office and the National Center for Education Statistics, there are currently 15 non-citizen full time undergraduate students at the Community College of Rhode Island. The 5 additional students were calculated from multiplying the 15 students by the 31% increase from in-state tuition

<sup>11</sup> Calculated by multiplying the difference between CCRI in-state tuition and the National Center for Education Statistics data on FTE instructional cost for CCRI (\$1,181) by the 20 total students (15 currently enrolled and the additional 5 students enrolled from the 31% increase)

<sup>12</sup> April 8, 2011 conversation with representative from University of Rhode Island's Institutional Research office

<sup>13</sup> Rhode Island Kids Count, (2010) Rhode Island Children in Immigrant Families. Issue Brief

<sup>14</sup> Rhode Island Kids Count (2010)

<sup>15</sup> Rhode Island Kids Count (2010)

# A Systematic Review of Research on the Effect of In-State Tuition

In the absence of high quality research, legislation can be passed on the basis of tradition, experience, emotion, or belief. This practice is problematic because it can result in the passage of ineffective policy. Currently, there is an evidence-based policy movement to base legislation on holistic evidence, which examines not only the effect of a given practice, but also the cost, return, and needed elements

for implementation.<sup>16</sup> Fully understanding the evidence for or against policies and practices, like in-state tuition, makes for a better democracy.

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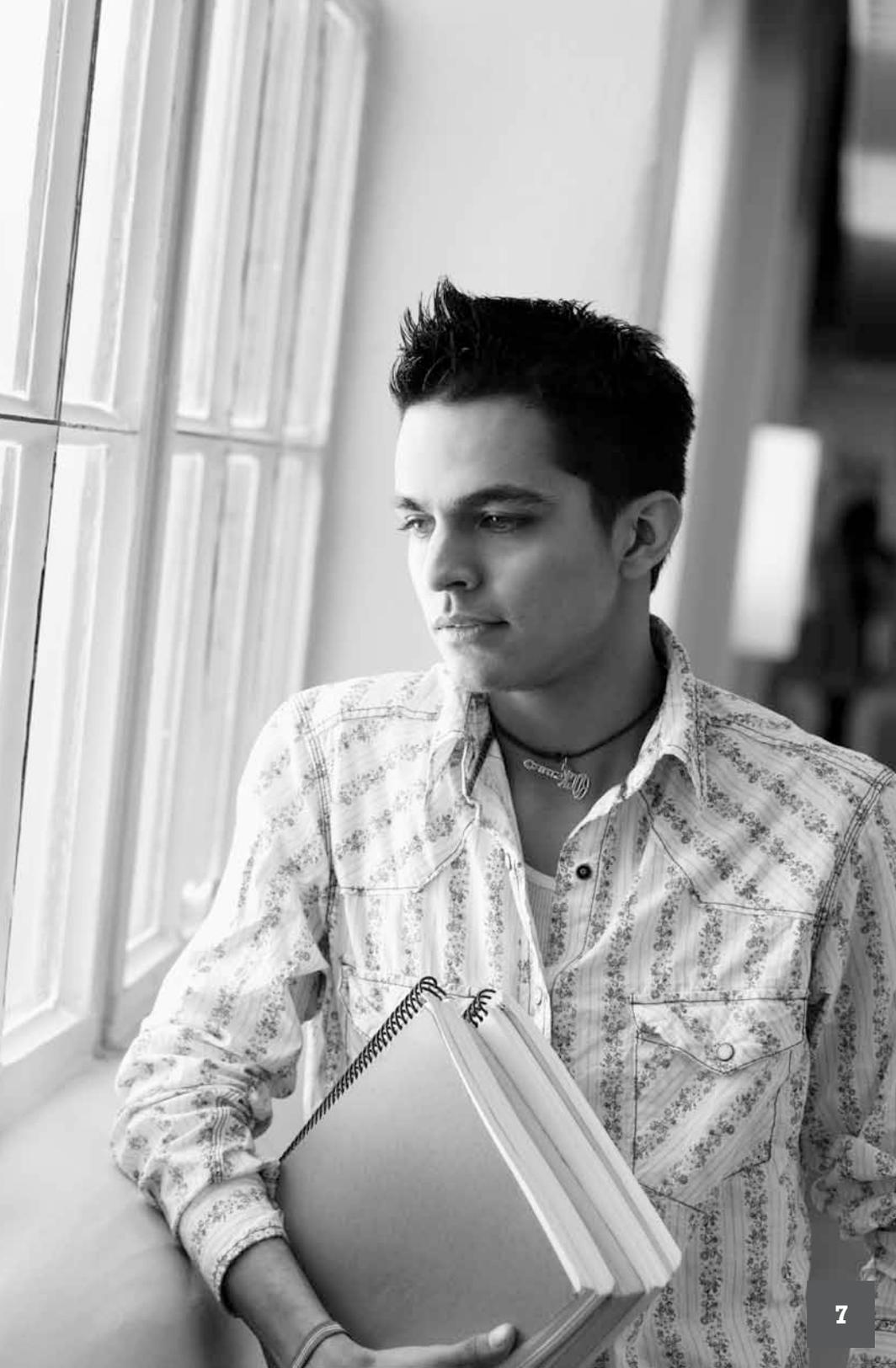
**“Fully understanding the evidence for or against policies and practices, like in-state tuition, makes for a better democracy”**

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With that being said, it is important to understand that people for and against in-state tuition legislation make many claims without necessarily having the research to support them. Proponents assert that in-state tuition policies increase the

lifetime earning potential of non-citizens, which translates into higher tax revenue for implementing states; in-state tuition policies decrease drop-out rates among Latino and non-citizen high school students, and in-state tuition policies increase enrollment rates of Latinos and non-citizens in institutes of higher education. Critics meanwhile argue that in-state tuition results in non-citizens “taking” citizen seats in institutes of higher education; in-state tuition is a financial cost to taxpayers; and in-state tuition policies will encourage more undocumented migrants to come to the United States illegally. However, there is little research to substantiate some of these claims.

In an effort to assess the quantity and quality of research on the effect of in-state tuition, the Latino Policy Institute at Roger Williams University conducted a systematic review of original research on this topic. A systematic review is a rigorous search for all research that has evaluated a given topic, in this case in-state tuition.



## Methodology

To find the available research on in-state tuition we searched 8 academic databases and Google scholar for grey literature.<sup>17</sup> The search yielded 131 journal articles and 1,010 Google scholar hits. To conduct the searches, we used librarian-reviewed Boolean search phrases with the following search terms: (“in-state tuition” OR “in state tuition”) AND (“undocumented migrant” OR “illegal immigrant” OR “illegal alien” OR “immigrant” OR “non-immigrant” OR “foreign national” OR “non-citizen”). The “\*” symbol was used to truncate the search terms where appropriate and “~” was used to search the synonyms of the terms in Google Scholar. From the 1,141 hits, 221 were pulled for further inspection. We excluded qualitative analysis, quantitative analysis not focused on the effects of in-state tuition, philosophical analysis, descriptive analysis, legal analysis, discussion pieces, commentaries, book reviews, legislative analysis, case analysis, policy analysis, masters theses and dissertations, ethics analysis, and historical analysis. After removing duplicates and studies that did not meet the inclusion criteria, 9 were included in the final analysis. Although we searched for all original research that analyzed the effects of in-state tuition, the literature primarily addressed two topical areas: (1) the effect of in-state tuition policies on Latino non-citizen enrollment in institutes of higher education (n=5) and (2) the fiscal effect of in-state tuition policies on jurisdictions (n=2). The other articles (n=2) examined the effect of in-state tuition on high school dropout rates and college persistence rates.

## Quality of Research

The quality of research examining the effect of in-state tuition policies on non-citizen enrollment in institutes of higher education is relatively high and uses rigorous methods. The statistically significant findings of this research suggest that in-state tuition policies increase Latino non-citizen enrollment in institutes of higher education. On the other hand, the quality of research examining the fiscal effect of in-state tuition policies on jurisdictions is relatively low and uses simple and non-rigorous methods, which cause unreliable results. The rigor of the methods, and the findings of the respective research are discussed further in the sections below.

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<sup>16</sup> Sherman, L. W., D. O. Farrington, B.C. Welsh, and D. MacKenzie. Eds., (2002). *Evidence Based Crime Prevention*. New York: Routledge

<sup>17</sup> See Appendix A for a copy of our search protocol.

# In-State Tuition: Increasing Latino Non-Citizen Enrollment in Higher Education

## Take Away Points

- In-state tuition results in an average 31% increase in non-citizen enrollment in college.
- Some schools evidence as high as a 54% increase in non-citizen enrollment in college after passing in-state tuition legislation.
- The research on the effect of in-state tuition on enrollment is rigorous, and lends itself to a causal link between in-state tuition implementation and increased non-citizen enrollment in college.

Our systematic review of literature yielded 5 studies that calculated the effect of in-state tuition legislation on enrollment of Latino non-citizens in college. These 5 studies examined all of the states that have implemented in-state tuition (TX, CA, UT, NY, WA, OK, IL, KS, NM, and NE) except WI, and compared these states to the rest of the country.

Of the 5 examined studies only 3 studies yielded statistically significant results. This means that the results from two of the studies could have resulted from chance, or had problems in the modeling. Consequently, conclusions could not be drawn from 2 of the 5 studies. The other 3 studies had p-values of .01, meaning that we are 99% confident that these results were not produced by chance.

The first of these studies with statistically significant results was from Dickson and Pender.<sup>18</sup> They examined the effect of in-state tuition on Latino non-citizen enrollment rates at 6 institutes of higher education in Texas. Of the 6 institutes, only 3 yielded significant results. Dickson and Pender found that enrollment rates increased in a range of 14.1%

<sup>18</sup> Dickson, L.M. and M. Pender, (2010). Do In-State Tuition Benefits Affect the Enrollment of Non-Citizens? Evidence from Universities in Texas

to 41.4% at these 3 schools following in-state tuition implementation.

The second study with statistically significant results was from Kaushal.<sup>19</sup> Kaushal examined the effect of in-state tuition on non-citizen Mexican adult enrollment rates at universities in CA, NY, TX, and UT, and compared those rates to 46 other states and DC. Kaushal found that in-state tuition policies resulted in a 31% increase in college enrollment rates.

The third study with statistically significant results was from Flores.<sup>20</sup> Flores examined the effect of in-state tuition on Latino non-citizens in metropolitan areas in TX, CA, UT, NY, WA, OK, IL, KS, and NM. Flores found that Latino non-citizens in areas with in-state tuition are 1.54 times more likely than not to be enrolled in college, when compared to non-in-state tuition jurisdictions.

This data does not compare non-citizen college enrollment with citizens, but instead compares the enrollment patterns of non-citizens pre and post in-state tuition implementation. In conclusion, the non-weighted averages of this data suggest that 31% more non-citizens are enrolled in college post in-state tuition implementation.



<sup>19</sup> Kaushal, N., (2008). In-State Tuition for the Undocumented: Education Effects on Mexican Young Adults. *Journal of Policy Analysis and Management*, Vol. 27, No. 4

<sup>20</sup> Flores, S. M., (2010). State Dream Acts: The Effect of In-State Resident Tuition Policies and Undocumented Latino Students. *The Review of Higher Education*, Vol. 33, No. 2

# In-State Tuition: A Financial Cost or Benefit?

## Take Away Points

- Estimates on the effect of in-state tuition legislation must take into account that 31% more students may attend college if in-state tuition were offered.
- Claims that in-state tuition policies are a financial cost to states are based on reports from groups like FAIR and CIS. However, these reports suffer from severe methodological shortcomings.
- More research is needed to better assess the fiscal effect of in-state tuition legislation. This research should take into account the lifetime earning potential and state contribution of high school graduates versus college graduates.

Critics of in-state tuition policies claim that this legislation is a financial cost to jurisdictions that implement it. Critics argue that in-state tuition policies result in higher subsidies that must be paid by the taxpayers. However, our review has found little support for this argument. LPI's systematic review yielded only two studies that provided numbers to support this claim, both of which had methodological flaws and were from anti-immigrant organizations.<sup>21</sup> The reports discussed herein were produced by the Federation for American Immigration Reform (FAIR) and the Center for Immigration Studies (CIS). Both FAIR and CIS advocate for lower legal immigration and stricter enforcement of laws against illegal migration.

FAIR determined the cost of in-state tuition by calculating the difference between in-state tuition and out of state tuition and then multiplying the difference by the number of expected additional non-citizen students.

<sup>22</sup> This method is flawed because it assumes that the same number of

<sup>21</sup> Cmarota, S., (2010). Estimating the Impact of the DREAM Act. Center for Immigration Studies and Martin, J. (2005). Breaking the Piggy Bank: How Illegal Immigration is Sending Schools into the Red. FAIR

<sup>22</sup> Martin, J. (2005). Breaking the Piggy Bank: How Illegal Immigration is Sending Schools into the Red. FAIR

students paying in-state tuition would pursue higher education if forced to pay out of state tuition; an assumption that is certainly inaccurate.<sup>23</sup> Additionally, this method assumes that the instructional cost of having a student attend college is at the out of state tuition rate. However, using National Center for Education Statistics data, we know that the instructional cost of having a student attend a college is \$9,014 for URI, \$6,986 for RIC, and \$3,356 for CCRI, amounts far less than the out of state tuition rates of \$25,720 for URI, \$16,878 RIC, and \$9,496 for CCRI.<sup>24</sup>

CIS determined the cost of in-state tuition by estimating the cost of public institute tuition subsidies (\$6,000) and multiplying that subsidy by an estimated number of illegal immigrants enrolled in public colleges or universities nationwide (1.03 million).<sup>25</sup> This figure is methodologically problematic because 1) CIS did not report the methods it used to calculate this estimate and 2) based on other reports, the figure is overestimated (at least for Rhode Island) and inaccurate. In 2008, the state of Rhode Island provided a subsidy of \$3,367 per full time enrolled student (FTE) per year for public research universities/colleges (like URI), and \$5,264 per FTE per year for community colleges (CCRI).<sup>26</sup> This subsidy is per full time enrolled student (FTE) regardless of in-state or out of state tuition rates, and regardless of citizenship status. State subsidy budget allocations are not directly affected by the number of non-citizen students, regardless of whether they are paying in-state or out-of-state tuition.

A true and accurate cost-benefit analysis on the financial effects of in-state tuition needs to take into account the true educational cost of student enrollment (be it instructional cost or other), future financial contribution of college graduates versus high school graduates, and state subsidy per in-state tuition student versus out-of-state tuition student (if such a variable could be precisely determined), along with many other variables that effect the short and long-term costs and benefits of this legislation.

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<sup>23</sup> On un-weighted average, in-state tuition policies result in 31% more Latino non-citizens attending college (Flores, 2010; Dickson and Pender, 2010; and Kaushal, 2008)

<sup>24</sup> See National Center for Education Statistics data on tuition and FTE instructional cost for URI, CCRI, and RIC <http://nces.ed.gov/ipeds/datacenter/> OR <http://www.uri.edu/es/acadinfo/acadyear/tuition.html> for URI data, <http://www.ric.edu/admissions/financial.php> for RIC data, and <http://www.ccri.edu/bursar/spring-tuition-fees.html> for CCRI data

<sup>25</sup> Camarota, S., (2010). Estimating the Impact of the DREAM Act, Center for Immigration Studies

<sup>26</sup> State subsidies for institutes of higher education have dropped in recent years. (Delta Cost Project. Rhode Island. <http://www.deltacostproject.org/data/state/pdf/ri.pdf>)



# In State Tuition: What else does the research tell us?

## Take Away Points

- In-state tuition results in an average 14% decrease in non-citizen high school dropout rates.
- The research on the effect of in-state tuition on high school dropout rates is rigorous, and lends itself to the beginning of a causal link between in-state tuition implementation and decreased dropout rates for non-citizen high school students.

In addition to the foregoing, the studies included in this systematic review addressed two other topics: the effect of in-state tuition on high school dropout rates (n=2), and the college persistence among in-state tuition recipients (n=1).

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**“In-state tuition legislation results in a 14% decrease in high school dropouts among Latino non-citizens”**

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Latino non-citizens are at high risk for dropping out of high school. Potochinick found that dropout rates for Mexican non-citizens range from 42% to 48% in the United States.<sup>27</sup> Because college costs are prohibitively high, many non-citizens lose hope and drop out before they complete high school.<sup>28</sup>

In a quantitative assessment on the effect of in-state tuition legislation on high school dropout rates, Potochinick found that in-state tuition legislation resulted in a 14% decrease in high school dropouts among Mexican non-citizens.<sup>29</sup> Similarly Kausahal found that in-state tuition policies resulted in a 14% increase in high school completion among non-citizen Mexican

young adults.<sup>30</sup> This data is highly statistically significant, meaning that the effect was not likely due to chance. Consequently, in-state tuition policies are generally resulting in improved education outcomes for Latino non-citizens: high school dropouts decrease by 14% and enrollment in college increases by 31%. Additionally, according to Flores and Horn, recipients of in-state tuition subsidies are found to remain in college at rates similar to their U.S. citizen Latino peers.<sup>31</sup>

It is important for Rhode Islanders to note the potential educational benefits of in-state tuition because Rhode Island is currently facing an education crisis. According to the Rhode Island Education Commissioner, Latino students in Rhode Island rank last in the country on academic performance. If in-state tuition can improve the education prospects of these youth while financially benefiting state universities, this legislation should be looked at as a viable policy option for improving education outcomes.

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<sup>27</sup> Potochinick, S., (2010). *How States Can Reduce the Dropout Rate for Undocumented Immigrant Youth: The Effects of In-State Resident Tuition Policies*. Paper presented at the APPAM Conference

<sup>28</sup> Zota, S., (2009). *Unauthorized Immigrants' Access to Higher Education: Fifty States, Different Directions*. Popular Government

<sup>29</sup> Potochinick, S. (2010).

<sup>30</sup> Kaushal, N., (2008). *In-State Tuition for the Undocumented: Education Effects on Mexican Young Adults*. *Journal of Policy Analysis and Management*, Vol. 27, No. 4

<sup>31</sup> Flores, S.M. and C.L. Horn, (2009). *College Persistence among Undocumented Students at a Selective Public University: A Quantitative Case Study Analysis*. *Journal of College Student Retention*, Vol. 11, No. 1

# Conclusions

This systematic review set out to examine the quality and quantity of original research assessing the effect of in-state tuition. In an effort to identify research that analyzed direct effects, we limited our search. Our search ultimately yielded 9 studies: n=5 examined the effect of in-state tuition on non-citizen enrollment in college, n=2 examined the effect of in-state tuition on non-citizen high school dropout rates, n=2 examined the financial effect of in-state tuition, and n=1 examined the effect of in-state tuition on college persistence.<sup>32</sup> Given the small and limited body of research, few conclusions can be made confidently. However, we can assert that: (1) there are few studies that assess the effect of in-state tuition, (2) from the available research, there is only enough evidence to suggest that in-state tuition policies may improve education outcomes by increasing the enrollment rates of Latino non-citizens in college and reducing high school dropout rates, and (3) although more research must be conducted before we can adequately assess the costs and benefits of in-state tuition legislation, this study produces preliminary evidence to suggest that in-state tuition for non-citizens would not be a financial cost to public universities, the state, or taxpayers in Rhode Island.

*The Latino Policy Institute (LPI) at Roger Williams University is committed to generating and communicating non-partisan data of Latinos/as in Rhode Island. LPI employs rigorous and innovative methods to produce high quality information in four core research areas: education, health, immigration and economics.*

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<sup>32</sup> Studies total 10 because one study (Kaushal, 2008) produced results on both the effect of in-state tuition on college enrollment and the effect of in-state tuition on high school dropout rates



# Summary of Findings Table on the Effect of In-State Tuition on Enrollment in Higher Education

Author	Sample	Location	Method
Flores (2010)	Latino foreign born non-citizens	TX	Difference in difference logistic regression
Chin and Juhn (2007)	Hispanic foreign born non-citizens	TX, CA, UT, NY, WA, OK, IL, KS, NM, and NE	Difference in difference ordinary least squares regression
Dickson and Pender (2010)	Latino non-citizen immigrants	TX	Quasi experimental difference in difference ordinary least squares regression
Kaushal (2008)	Non-citizen Mexican adults	CA, NY, TX, and UT vs. 46 non in-state tuition states and DC	Multivariate regression analysis
Flores (2010)	Latino non-citizens	TX, CA, UT, NY, WA, OK, IL, KS, and NM	Quasi-experimental difference in difference multivariate regression analysis

Results	Significance
<p>Non-citizen Latino Texans are 2.18 times more likely to be enrolled in college after in-state tuition policies are implemented</p>	<p>These results were not statistically significant with a p-value of .10 and a standard error of 0.98</p>
<p>In state tuition policies have zero effect on the college attendance of non- citizen immigrants</p>	<p>This article provided various models by gender and age. Almost all of the models were not significant with most p-values being higher than .10 and large standard errors</p>
<p>Lowering tuition increases enrollment yields by 41.4% for non-citizens at University of Texas-Austin, by 14.1% at University of Texas-Pan American, and by 14.2% at Southern Methodist University</p>	<p>These results were highly statistically significant for University of Texas (Pan American and Austin) with p-values of .01 and standard errors of 0.034 and 0.050 respectively. And statistically significant for Southern Methodist University with a p-value of .05 and a standard error of 0.060</p>
<p>In state tuition policies result in a 31% increase in college enrollment</p>	<p>These results were highly statistically significant with a p-value of .01 and a standard error of 0.012</p>
<p>In state tuition policies result in Latino foreign born non-citizens being 1.54 times more likely than not to enroll in college</p>	<p>These results were highly statistically significant with a p-value of .01 and a standard error of 0.2260</p>

# A Review of the Research: Summary of Findings Table on the Cost of In-State Tuition

Author	Sample	Location	Method
Martin, FAIR (2005)	Illegal immigrants under 21 enrolled in colleges and universities	CA, TX, FL, NY, AZ, IL, NC, GA, WA, CO, NJ, NV, VA, MA, OR	Calculated the average difference between in-state and out of state tuition, and then multiplied that amount by the number of illegal immigrant students in 2004
Camarota, CIS (2010)	Unknown calculation, 1.03 million illegal immigrants who will eventually enroll at public institutes of higher education	U.S.	Calculated (unknown method) a tuition subsidy of \$6,000 per year, and multiplied that tuition subsidy by the 1.03 million estimated illegal immigrants enrolling in public colleges or universities

Results	Significance
<p>In-state tuition policies will be a cost of \$581 million to \$756 million per year</p>	<p>These results provide no statistical significance or standard error. Furthermore, these methods make several crucial assumptions that undermine the findings (discussed in text)</p>
<p>Cost of \$6.2 billion dollars per year</p>	<p>These results provide no statistical significance or standard error. Furthermore, the methods are not transparent</p>

# A Review of the Research: Summary of Findings Table on Miscellaneous In-State Tuition Research

Author	Sample	Location	Method
Kaushal (2008)	Non-citizen Mexican adults	CA, NY, TX, and UT compared to 46 other non in-state tuition states and D.C.	Multivariate regression analysis
Potochnick (2010)	Mexican non-citizen high school students	Not specified, 11 in-state vs. out of state tuition jurisdictions	Difference in difference linear probability regression model
Flores and Horn (2009-2010)	Students attending the University of Texas at Austin during the 10 year study period	TX	Cox proportional hazard regression analytic approach

Results	Significance
<p>In state tuition results in a 14% increase in high school completion</p>	<p>Statistically significant with a p value of .05 and a standard error of 0.019</p>
<p>In state tuition results in a 14% decrease in high school dropout rates</p>	<p>Statistically significant with a p value of .05 and a standard error of .02</p>
<p>11% of in-state tuition resident students graduated within 4 years of matriculation, compared to 9% of non-in state tuition resident students</p>	<p>These results provide no statistical significance or standard error.</p>

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Flores, S. M. (2010). State Dream Acts: The Effect of In-State Resident Tuition Policies and Undocumented Latino Students. *The Review of Higher Education*, Vol. 33, No. 2.

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Flores, S.M. and C.L. Horn. (2009). College Persistence among Undocumented Students at a Selective Public University: A Quantitative Case Study Analysis. *Journal of College Student Retention*, Vol. 11, No. 1.

Kaushal, N. (2008). In-State Tuition for the Undocumented: Education Effects on Mexican Young Adults. *Journal of Policy Analysis and Management*, Vol. 27, No. 4.

Martin, J. (2005). Breaking the Piggy Bank: How Illegal Immigration is Sending Schools into the Red. FAIR.

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# Appendix A. Systematic Review Search Protocol

## IN-STATE TUITION SEARCH PROTOCOL

### ERIC

First Field: "in-state tuition" OR "in state tuition"

AND

Second Field: "undocumented migrant\*" OR "illegal immigrant\*" OR "illegal alien\*" OR immigrant\* OR non-immigrant\* OR "foreign national\*" OR non-citizen\*

Limit: Academic Journal (Exclude Magazines and Other Documents)

\_\_\_\_\_5\_\_\_\_\_ Hits

### Academic Search Complete

First Field: "in-state tuition" OR "in state tuition"

AND

Second Field: "undocumented migrant\*" OR "illegal immigrant\*" OR "illegal alien\*" OR immigrant\* OR non-immigrant\* OR "foreign national\*" OR non-citizen\*

Limit: Scholarly Academic Journal (Exclude Magazines and Other Documents)

\_\_\_\_\_14\_\_\_\_\_ Hits

### PsycINFO

First Field: "in-state tuition" OR "in state tuition"

AND

Second Field: "undocumented migrant\*" OR "illegal immigrant\*" OR "illegal alien\*" OR immigrant\* OR non-immigrant\* OR "foreign national\*" OR non-citizen\*

Limit: Scholarly Academic Journal (Exclude Magazines and Other Documents)

\_\_\_\_\_4\_\_\_\_\_ Hits

**ProQuest**

Advanced Search

All Databases

First Field: in-state tuition OR in state tuition

AND

Second Field: undocumented migrant OR illegal immigrant OR illegal alien OR immigrant OR non-immigrant OR foreign national OR non-citizen

Limit: Scholarly Academic Journal (Exclude Magazines and Other Documents)

\_\_\_\_\_39\_\_\_\_\_ Hits

\*Note truncation automatic, and "" not allowed.

**WorldCat**

Advanced Search

First Field: in-state tuition OR in state tuition (Keyword)

AND

Second Field: undocumented migrant OR illegal immigrant OR illegal alien OR immigrant OR non-immigrant OR foreign national OR non-citizen (Keyword)

\_\_\_\_\_8\_\_\_\_\_ Hits (Note: 2/8 media source-not included)

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**Social Sciences Citation Index**

First Field: in-state tuition OR in state tuition (Topic)

AND

Second Field: undocumented migrant OR illegal immigrant OR illegal alien OR immigrant OR non-immigrant OR foreign national OR non-citizen (Topic)

\_\_\_\_\_4\_\_\_\_\_ Hits

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## Education Research Complete

First Field: "in-state tuition" OR "in state tuition"

AND

Second Field: "undocumented migrant\*" OR "illegal immigrant\*" OR "illegal alien\*" OR immigrant\* OR non-immigrant\* OR "foreign national\*" OR non-citizen\*

Limit: Scholarly Academic Journal (Exclude Magazines and Other Documents)

\_\_\_\_\_16\_\_\_\_\_ Hits

## JSTOR

First Field: "in-state tuition" OR "in state tuition" (full text)

AND

Second Field: "undocumented migrant" OR "illegal immigrant" OR "illegal alien" OR immigrant OR non-immigrant OR "foreign national" OR non-citizen(full text)

Limit: Scholarly Academic Journal (Exclude Magazines and Other Documents)

\_\_\_\_\_31\_\_\_\_\_ Hits

## Google Scholar

("in-state tuition" OR "in state tuition") AND ("undocumented migrant" OR "illegal immigrant" OR "illegal alien" OR immigrant OR ~non-immigrant OR "foreign national" OR ~non-citizen)

<http://scholar.google.com/>

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