

**AGAINST ALL ODDS:
DOMINICAN STUDENTS IN
HIGHER EDUCATION IN NEW YORK**

by

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Against All Odds: Dominicans in Higher Education

EXECUTIVE SUMMARY

This research report presents the first detailed study ever conducted on Dominican students in Higher Education in the United States. The study combines data from the US decennial census (1% and 5% PUMS) of 2000 and the Office of Institutional Research of the City University of New York, the largest public, urban university system in the United States and the home for the vast majority of Dominican college students. The study concludes that:

- 1) The number of Dominican students enrolled in colleges and universities has been rising steadily. In 2000, Dominican students made up 26.4% of the Hispanic student body enrolled in colleges and universities in New York City. At the City University of New York (CUNY), in 2002, almost 1 in 2 students of Hispanic ancestry was of Dominican origin. Since 1998, Dominican students have represented the single largest ethnic/national group among all students.
- 2) While in general a significant higher number of college students are enrolled in public colleges as compared to private colleges, in the case of Dominican college students, the distinction among public and private colleges is more pronounced. Among the racial/ethnic/national groups compared, Dominican students had the highest percentage of students enrolled in public colleges (76%) and the lowest percentage (24%) enrolled in private colleges. For Puerto Ricans, Other Hispanics, and non-Hispanic blacks, the proportions enrolled in public colleges were 63%, 68%, and 68%, respectively.
- 3) In disaggregating Hispanic students, Dominican and Puerto Rican students had the highest percentage of students matriculated as undergraduates in institutions of higher learning in New York City, but both groups had the lowest representation among students enrolled in graduate programs. Only 10% and 11% respectively, of these two groups were enrolled in graduate programs in 2000 as compared to 33% of non-Hispanic white students and 28% of Asian students.
- 4) In 1980, 16.7% of U.S.-born and 3.5% of foreign-born Dominicans had obtained educational levels of college or more. In 2000, the percentage of U.S.-born Dominicans with college or more had increased to 19.7% while the percentage of foreign-born Dominicans increased to 8.1%. High school completion, however, presents another picture. In 1980, 33.3% of U.S.-born Dominicans had completed high school as compared to 16.2% of foreign-born. In 2000, the percentage of U.S.-born Dominicans with a high school degree *had declined significantly to 21.3%* while the percentage of foreign-born Dominicans had modestly increased to 18.9%.

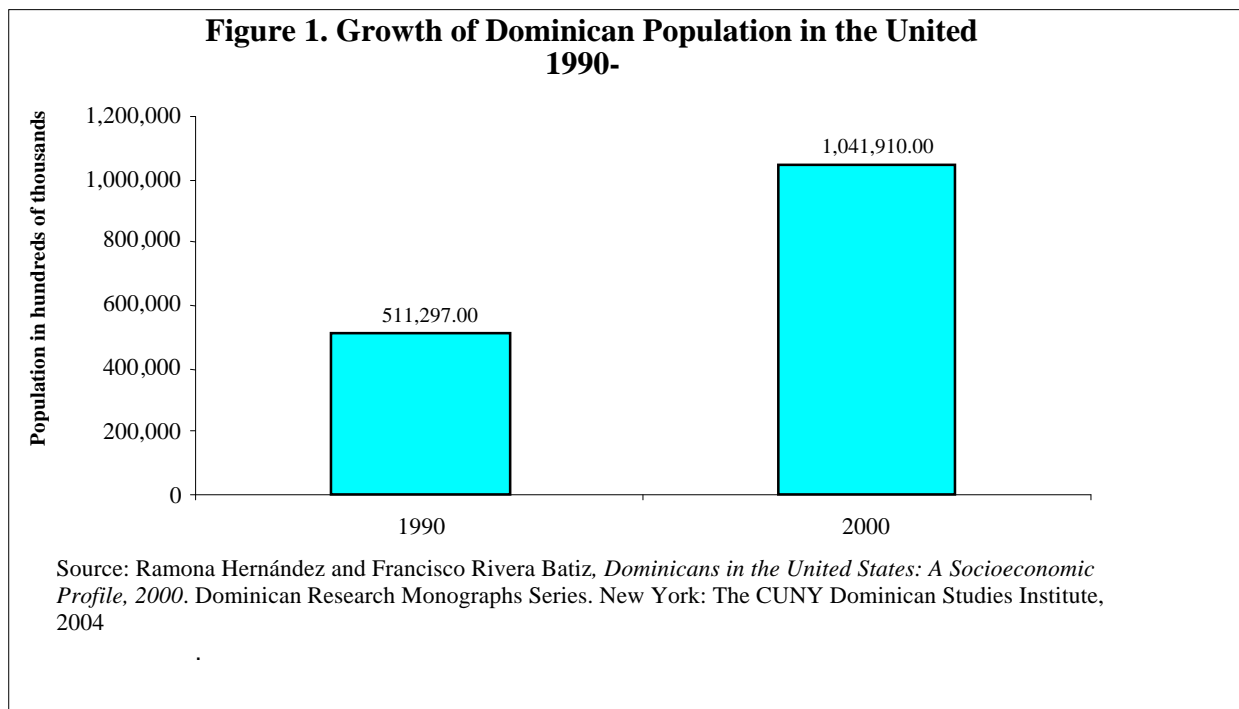
- 5) In the fall of 2002, CUNY had enrolled more students of Hispanic ancestry graduated from the New York City public school system than from any other ethnic group. In fact, 68% of all Hispanic undergraduate students attending CUNY in the fall of 2002 had graduated from a public school in the City as compared to 61% of all undergraduate students. Among Hispanic students who have graduated from the New York City public schools, more students of Dominican ancestry than from any other Hispanic group, select CUNY to pursue their undergraduate education. In 2002, 77% of Dominicans attending CUNY had graduated from a New York City public school. The percentages for Ecuadorians and Puerto Ricans, the other two Hispanic groups with the highest NYC public school representation after Dominicans, were 70% and 68%, respectively.
- 6) In comparing the educational attainment of parents of CUNY students, among all the groups compared Dominican parents have the highest percentage of mothers and fathers with an educational attainment of 8th grade or Less and the lowest percentage of mothers and fathers who had completed a high school education. 39% of Dominican fathers and 36% of Dominican mothers had an educational attainment of 8th grade or Less as compared to 29% of Total Hispanic fathers and 26% of Total Hispanic mothers, the subgroup with the second highest percentage of parents in this category. In looking at the college graduate educational category, Dominican and Colombian parents represent the two extremes: Dominican parents had the lowest representation among those who were College Graduates, while Colombian parents had the highest representation in this educational category. 5% of Dominican mothers as compared to 17% of Colombian mothers had obtained a college degree while 7% and 14% of Dominican and Colombian fathers respectively, had obtained the same level of education.
- 7) There were more students of Dominican ancestry representing the first generation in their families to go to college than any other student group in CUNY. 62% of Dominicans students were first generation college students in their families as compared to 59% for other Hispanics and 57% for Total Hispanics.
- 8) A little over a half (53%) of all students enrolled as undergraduates in public colleges and universities in New York City in 2000 spoke another language besides English. Among Dominican students, however, a solid 97% of them spoke another language in addition to English. Asian students, followed by Dominican students, had the lowest percentage of students who felt that they spoke “English Very Well”: 47% for Asians and 63% for Dominicans. 12% of Dominican students and 10% of Other Hispanics declared that they spoke English “Not Well”.
- 9) Among Hispanic students, there were slightly more Other Hispanics than Dominicans, U.S.-born, 33% and 30%, respectively. *But the reverse was true for those who had become citizens of the U.S. through naturalization:* 27% of Dominican students and 25% of Other Hispanic students were naturalized U.S. citizens in 2000. The combination of U.S.- born and U.S.-naturalized Dominicans brings the percentage of Dominicans and Other Hispanics eligible to exercise the right vote to 58%.
- 10) Dominican students have the lowest household incomes in CUNY. In 2002, Almost 1 in 4 Dominican students lived in families whose incomes were less than \$10,000 per year.

- 11) A high proportion of Dominican students work while attending college. In 2002, 43% of Dominican students worked 20 hours or more while attending CUNY.
- 12) In Associates degree programs, most Dominicans major in “Business and Commerce” and in Bachelors degree programs, they major in “Business Management” and “social sciences”. None of these majors are among those occupations that are expected to experience the highest growth and add the largest number of workers in the U.S. in the period 2002-2012.

Against All Odds: Dominicans in Higher Education Demographic Characteristics

According to U.S. census data, from 1990 to 2000, the number of people of Dominican ancestry residing in the United States increased from 511,297 to 1,041,910. (See Figure 1).

Dominicans have been coming to the United States since the beginning of the 20th century. Their migratory process accelerated in the decade of the 1960's fueled by the succession of a series of political unrests that culminated in the coming into power of President Joaquín Balaguer in 1966 and who formally opened the doors for Dominicans to leave from home in massive groups.



Dominicans who settle in the United States have invariably preferred New York City over any other city. At any given time, more Dominicans have claimed New York City as their home than any other city. In fact, in 1990, 65.1% of Dominicans living in the United States claimed New York City as their place of residence. By 2000, with a wider population distribution in the

United States, New York City still remains popular among people of Dominican ancestry, concentrating over 53% of the U.S. Dominican population. This is displayed in Figure 2.

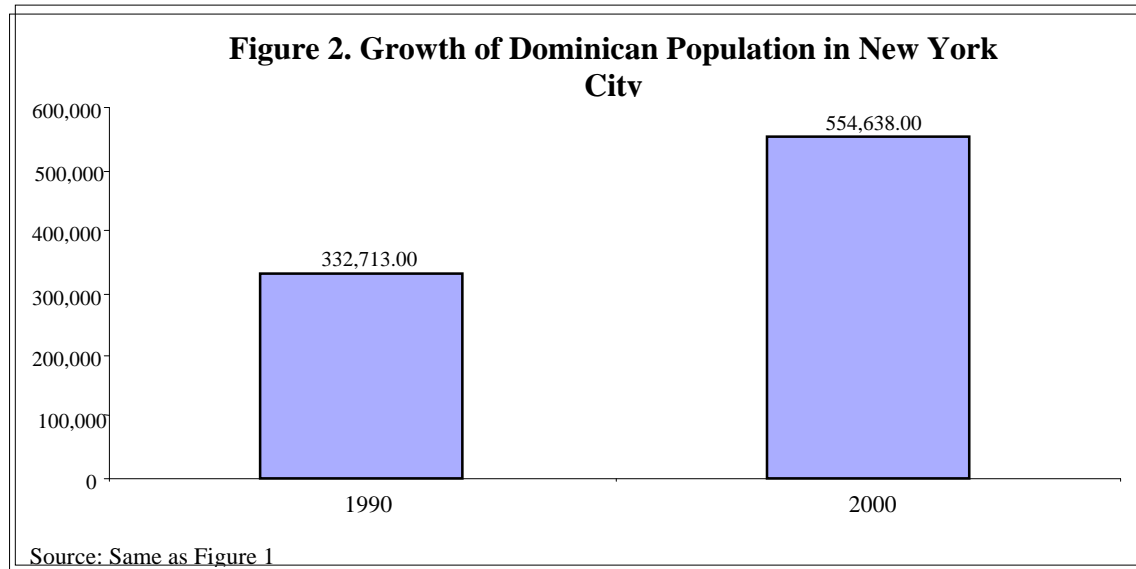
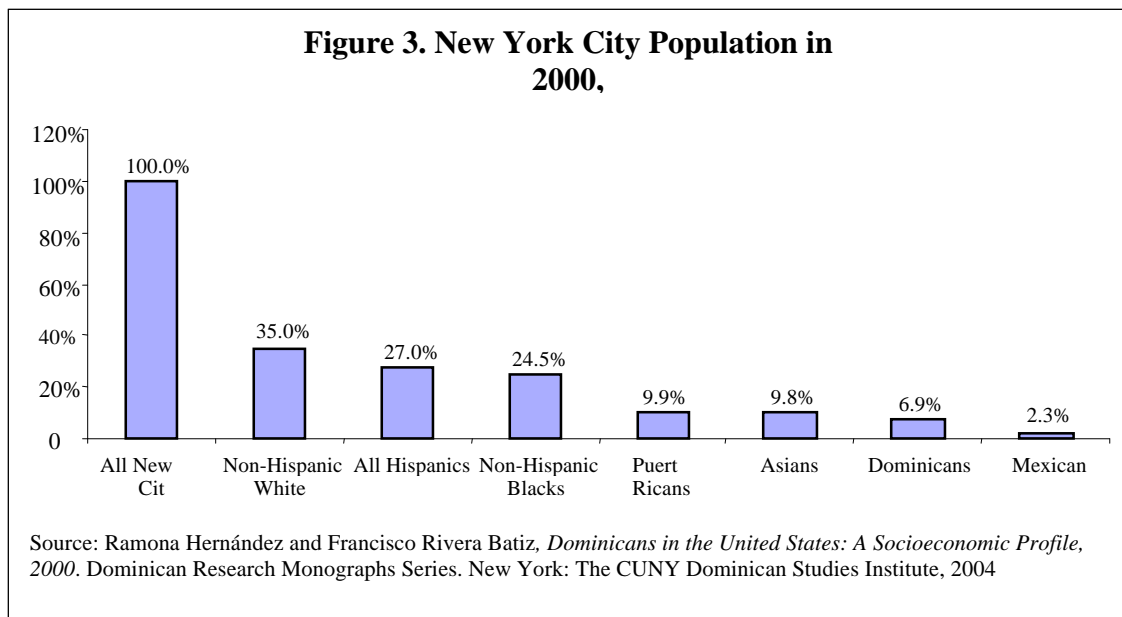
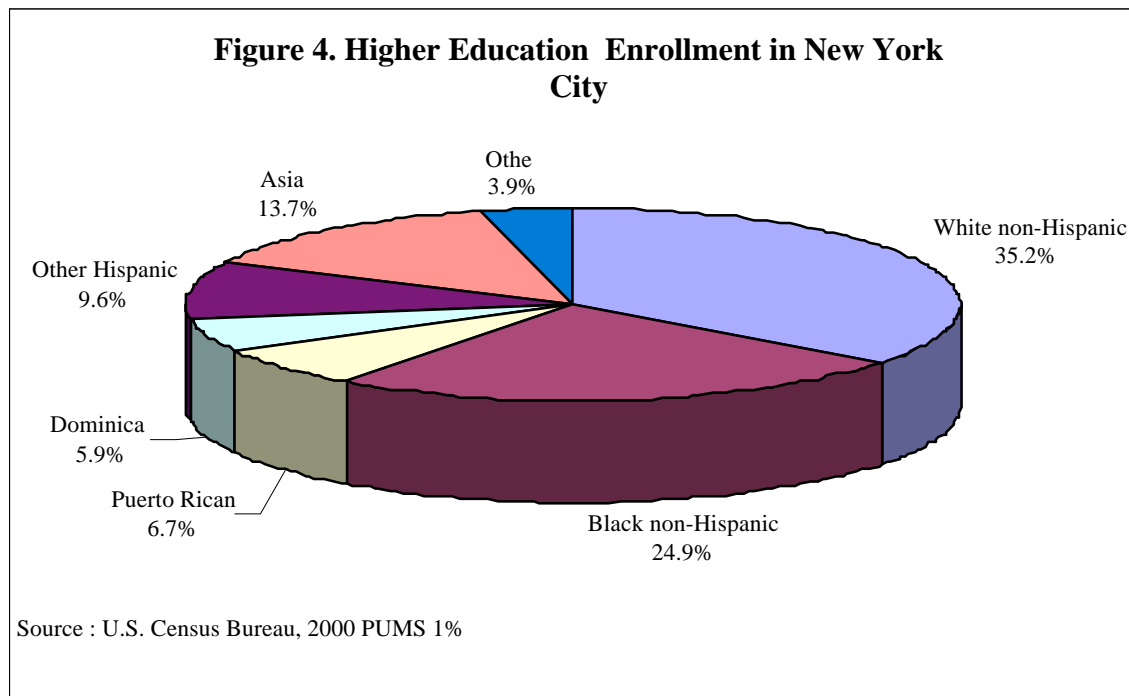


Figure 3 shows the population of New York City by major racial/ethnic/national groups. Non-Hispanic whites, non-Hispanic blacks, and Asians, respectively represented 34.9%, 24.5%, and 9.7% of the City's population in 2000. Puerto Ricans, Dominicans, and Mexicans represented 9.9%, 6.9% and 2.3% of the total New York population.

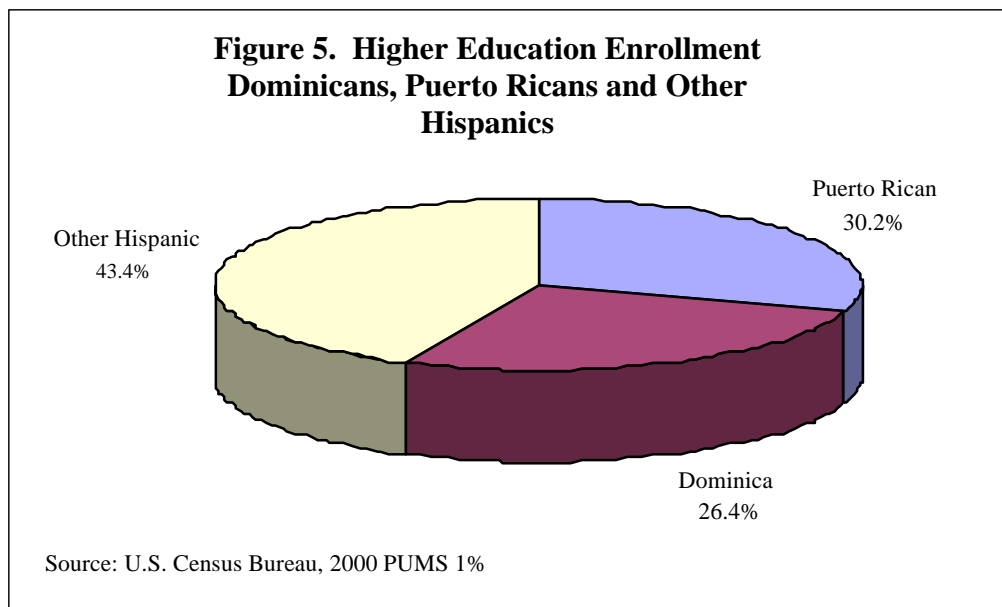


The majority of Dominican college/university students in the United States are enrolled in institutions of higher education in New York City. In 2000, a total of 34,703 students of Dominican ancestry were registered in institutions of higher education in New York City. Figure 4 shows the percentage distribution of various student groups attending institutions of higher



education in New York City. Non-Hispanic white college students represented 35.2% of the total student body enrolled in institutions of higher education in the City. Non-Hispanic black students, on the other hand, accounted for 29.9%, Hispanics overall, for 28.1%, and Asians for 13.7%.

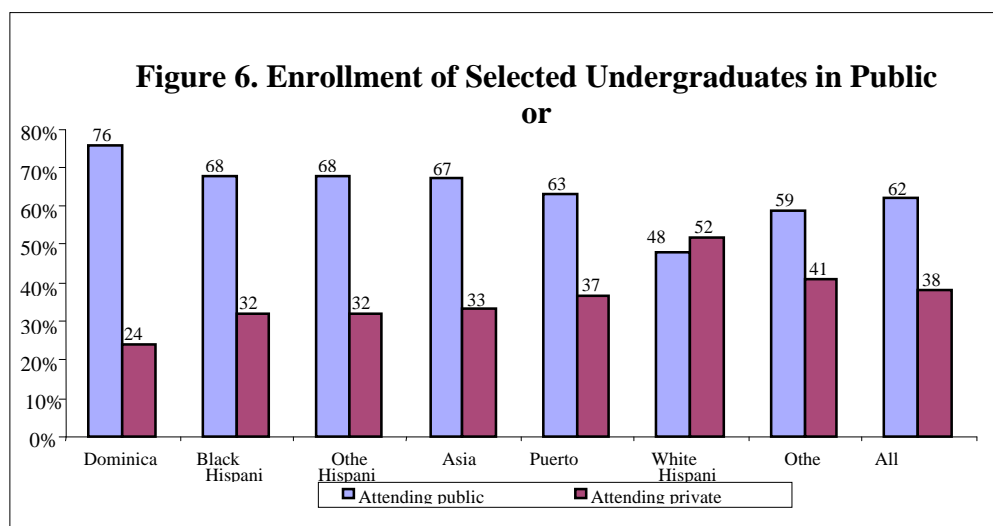
Figure 5 displays the Hispanic student population in New York City. In 2000, Hispanic students enrolled in institutions of higher learning amounted to 131,300 students. Over half of the Hispanic student body in New York City was of Puerto Rican and Dominican ancestry. In 2000, Dominican students represented 26.4% of Hispanic students enrolled in institutions of higher learning, while Puerto Ricans, the largest Hispanic group in New York City, represented 30.19%.



Enrollments in Public and Private Colleges

In 2000, there were 456,081 students enrolled as undergraduates in colleges in New York City. 282,372 of the undergraduate student body were enrolled in public institutions, while

173,709 attended private colleges. While in general a significant higher number of college students are enrolled in public colleges as compared to private colleges, in the case of Dominican college students, the distinction among public and private colleges is more pronounced. As shown in Figure 6, among the



racial/ethnic/national groups compared, Dominican students had the highest the highest percentage of students enrolled in public colleges (76%) and the lowest percentage (24%) enrolled in private colleges. For Puerto Ricans, Other Hispanics, and non-Hispanic blacks, the proportions enrolled in public colleges were 63%, 68%, and 68% respectively. On the other hand, among all the student groups compared here, only non-Hispanic white students had a higher percentage of their student body attending private colleges (52%) than public colleges (48%) and the smallest gap between public and private college enrollments.

Graduate Enrollment

At the national level, when compared to other large racial/ethnic groups, students of Hispanic ancestry tend to have the lowest representation among students enrolled in graduate or

professional programs. This finding remains true even when one disaggregates foreign-born Hispanic students from U.S.-born Hispanic students. New York City presents a similar picture; Hispanics have the lowest representation among graduate students when compared to other large racial/ethnic groups. Furthermore, disaggregating the two largest Hispanic groups from the totality in New York City does not alter Hispanics' lower representation among graduate students.

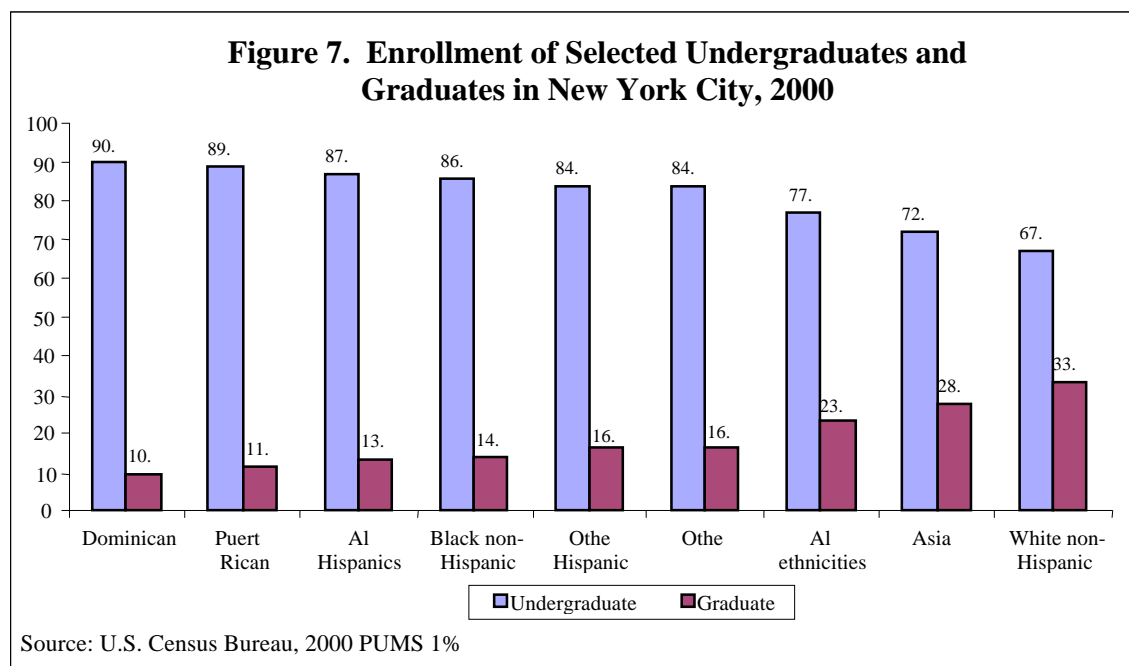


Figure 7 displays various undergraduate and graduate student groups. As reflected in the figure, in 2000, there were slightly fewer Hispanics enrolled in graduate school than non-Hispanic blacks, the second group with the lowest representation among graduate students. In disaggregating all Hispanics, Dominican and Puerto Rican students had the highest percentage of students matriculated as undergraduates in institutions of higher learning, but both groups had the lowest representation among students enrolled in graduate programs. In addition, Dominicans

and Puerto Ricans had a significantly lower representation of graduate students as compared to their student undergraduate enrollment.

In contrast, non-Hispanic whites, followed by Asian students had the highest representation in graduate school and a much more even distribution between undergraduate and graduate students than any other group. Among non-Hispanic white students, 67% of them were matriculated as undergraduates and 33% as graduates. 72% of Asian students were undergraduates and 23% graduates. Among Dominican and Puerto Rican students, 90% of Dominicans and 87% of Puerto Ricans were matriculated as undergraduates and only 10% and 11% of each group respectively were registered as graduate students. While more than three in ten non-Hispanic white students were enrolled in graduate school, only one in ten Dominican and Puerto Rican students was attending graduate school in 2000.

Barriers to Graduate School

The likelihood of entering graduate school is affected by the possibility of completing previous education, particularly college. There is a cause-and-effect concerning lack of school-degree completion. If one does not have a high school diploma, it is unlikely that one will have access to college. In a similar fashion, if one does not have a college degree, chances are that one will not be accepted into graduate school. In general, students of Hispanic ancestry are cursed by these ills. When compared to other large racial/ethnic groups, Hispanics have the lowest representation among college graduates students in the nation. Clearly, Hispanics' relative low attainment of Bachelor's degrees delays and obstructs their entrance into graduate programs.

Some studies have found that financial need among Hispanic students is paramount when it comes to attending college or completing a college degree. In a recent study conducted among large racial/ethnic groups in the United States, the Pew Hispanic Center found that “When asked about the reasons people do not go to college or fail to finish college, Latinos, whites and African Americans alike focused on issues involving money” (“National Survey of Latinos: Education,” 2004:10). 77% of Hispanics, 76% of African Americans, and 73% of non-Hispanic whites said that “...the need to work and earn money...are major reasons why people do not go to college or fail to finish college once they have started” (Ibid: 2004:10).

Hispanic students who managed to graduate from college are also pressured by the need to use their degree in the labor market to generate an income or a higher income. Their entrance into the labor market may alleviate their own poverty, if they are on their own; their family’s if they still live at home; or pay school loans and other debts incurred during their college years. Economic pressures, reflected in the need to hold a job, among Hispanic college graduates may be more prevalent among immigrant Hispanics than among U.S.-born Hispanics since the first may enter college at an older age. In many cases, the migration and settlement processes delay the attainment of a college education of younger immigrants. Sometimes, college is delayed due to lack of documentation, state-residence status to be eligible for financial aid to pay for college tuition, or the need to take remedial courses while in college. For many Hispanics, at the end of the day, entering graduate school will likely postpone earning a decent income at an age when it is likely that most people will be working rather than going to school. Their need to work combined with an age factor, in the case of Hispanic immigrants, certainly makes graduate school less desirable or at least, viewed as something that must be postponed for a more opportune time.

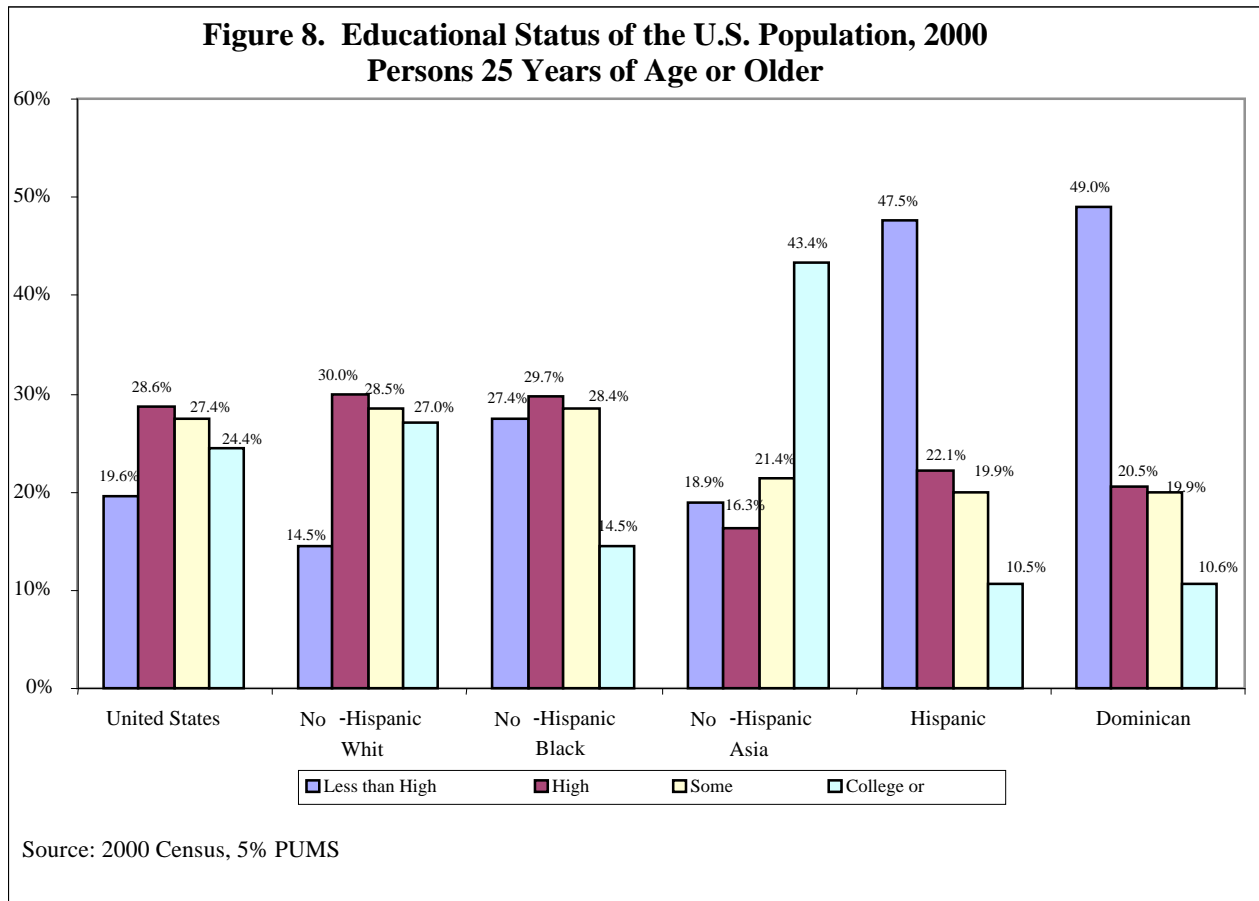
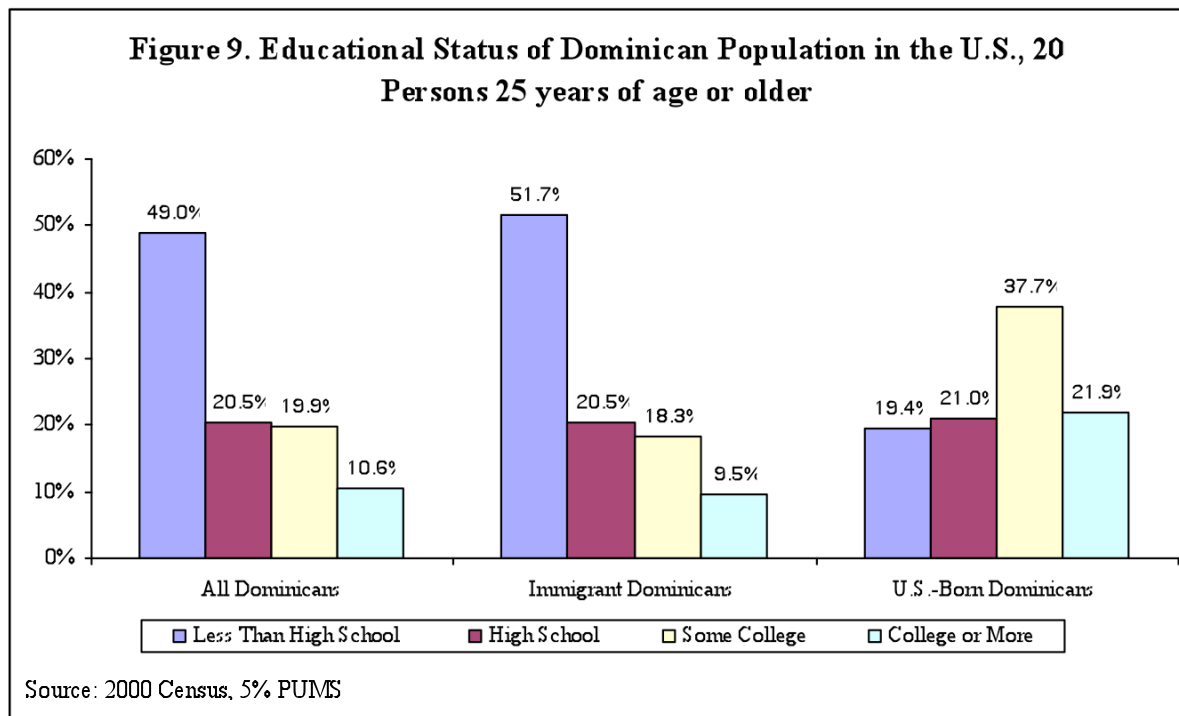


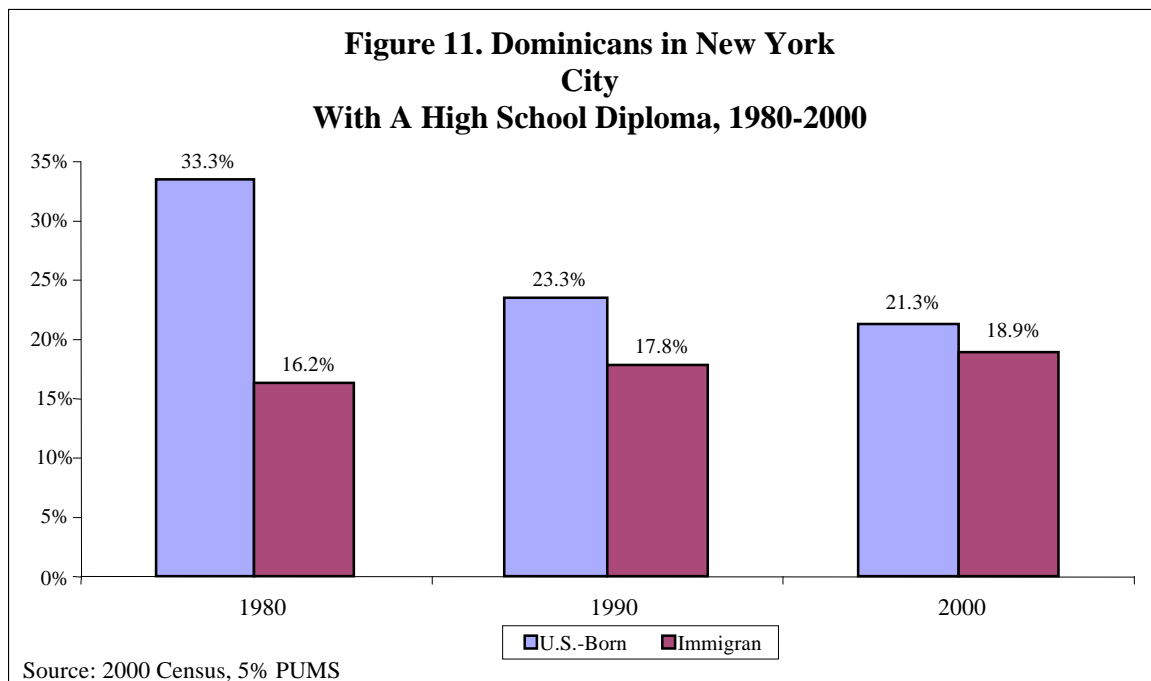
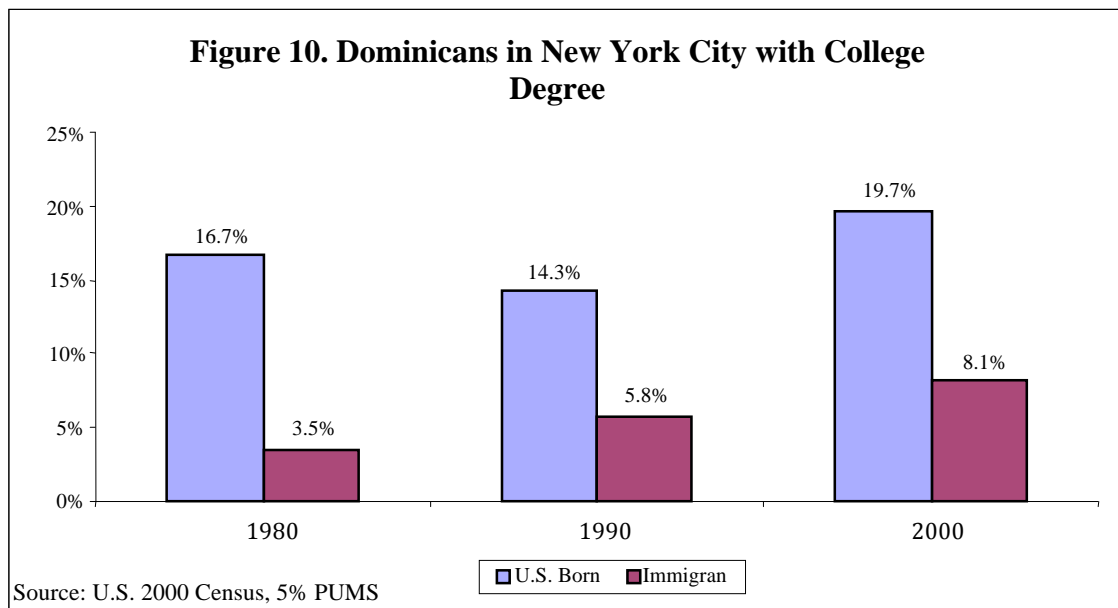
Figure 8 shows the educational status of several racial/ethnic groups in the United States. Among the racial/ethnic groups compared, Dominicans had the lowest representation among those 25 years of age or older holding a bachelor's degree in 2000. Figure 9, on the other hand, compares the educational status of foreign-born Dominicans and U.S.-born Dominicans. As with other studies that look at foreign-born Hispanics and U.S.-born Hispanics, when comparing college education attainment between the two groups, one finds that U.S.-born Dominicans outperform foreign-born Dominicans. In 2000, U.S.-born Dominicans were twice as likely as foreign-born Dominicans to have completed a college degree or more. One also finds that U.S.-born Hispanics are likely to outperform foreign-born Hispanics in terms of high school graduations. This affirmation, however, cannot be applied to U.S.-born Dominican high school

students. Contrary to Hispanics, the number of high school graduates among U.S.-born and foreign-born Dominicans is about the same and the former does not outperform the latter. In 2002, 20.5% of Dominican immigrants had a high school diploma as compared to 21.0% of U.S.-born Dominicans. Why the difference between Hispanics and Dominicans?

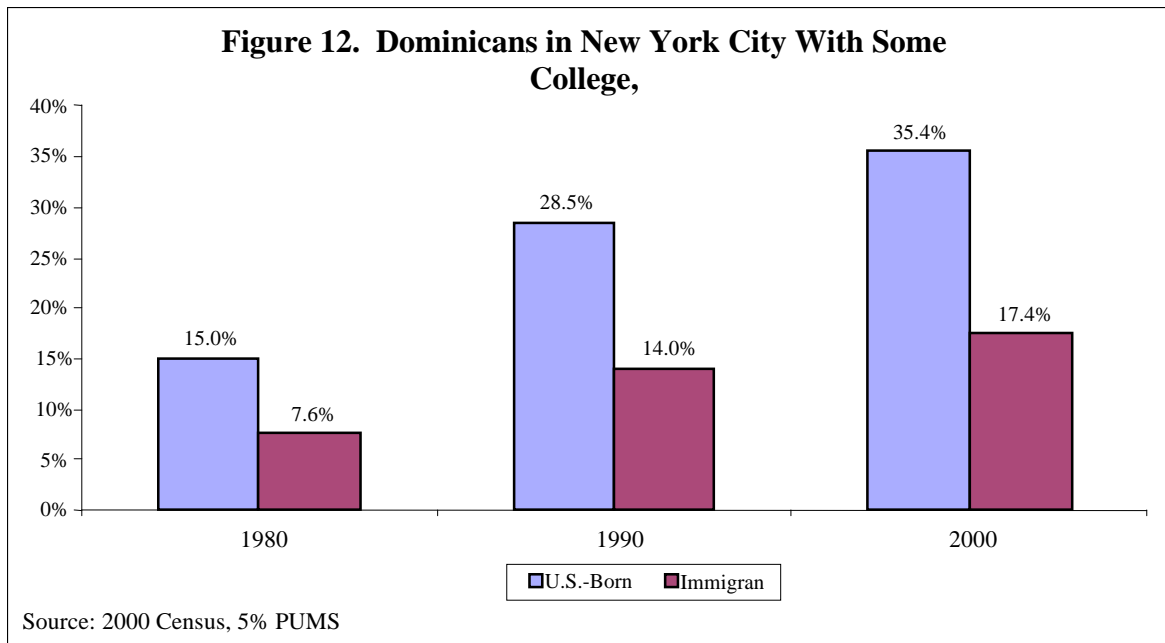


In looking at the educational achievement among foreign-born and U.S.-born Dominicans one finds that U.S.-born Dominicans are doing sharply better than foreign-born Dominicans in certain educational categories and that in others they are doing worse. For instance, Figure 10 shows that in 1980, 16.7% of U.S.-born and 3.5% of foreign-born Dominicans had college or more. In 2000, the percentage of U.S.-born with college or more had increased to 19.7% while the percentage of foreign-born Dominicans increased to 8.1%. High School completion, however, presents another picture. In 1980, 33.3% of U.S.-born Dominicans had completed high school as compared to 16.2% of foreign-born immigrants. In 2000, the percentage of U.S.-born

Dominicans with a high school degree had declined significantly to 21.3% while the percentage of foreign-born Dominicans had modestly increased to 18.9%. This is shown in Figure 11.



Similarly, a closer look at each individual group for the past decades from an accumulative point of view will leave one with serious concerns. For the past three decades, each group has experienced very little vertical mobility, and in some cases, they have lost shares in their educational attainment. As shown in Figure 11, the number of Dominican immigrants with a high school diploma and a college degree or more has improved modestly during the last three decades. From 1980 to 2000, the overall average improvement in the high school completion category for Dominican immigrants was approximately 1.7%. In the college or more category, their overall improvement was approximately 7%. Among U.S.-born Dominicans, the number of those acquiring a college degree declined from 16.7% in 1980 to 14.3% in 1990, and modestly increased 19.7% in 2000. Furthermore, the percentage of U.S.-born Dominicans with a high school diploma dropped sharply from 33.3% in 1980 to 23% in 1990, and to 21.3% in 2000. The exception to this grim picture is the category of “some college” where both groups show significant improvement. This is displayed in Figure 12. In 1980, 7.6% of foreign-born Dominicans had some college and in 2000 their percentage had significantly increased to 17.4. In 1980, 15% of U.S.-born Dominicans had some college and by 2000 their representation in this category had more than doubled, increasing to 35.4%.



Explaining Slow Educational Progress Among Dominicans

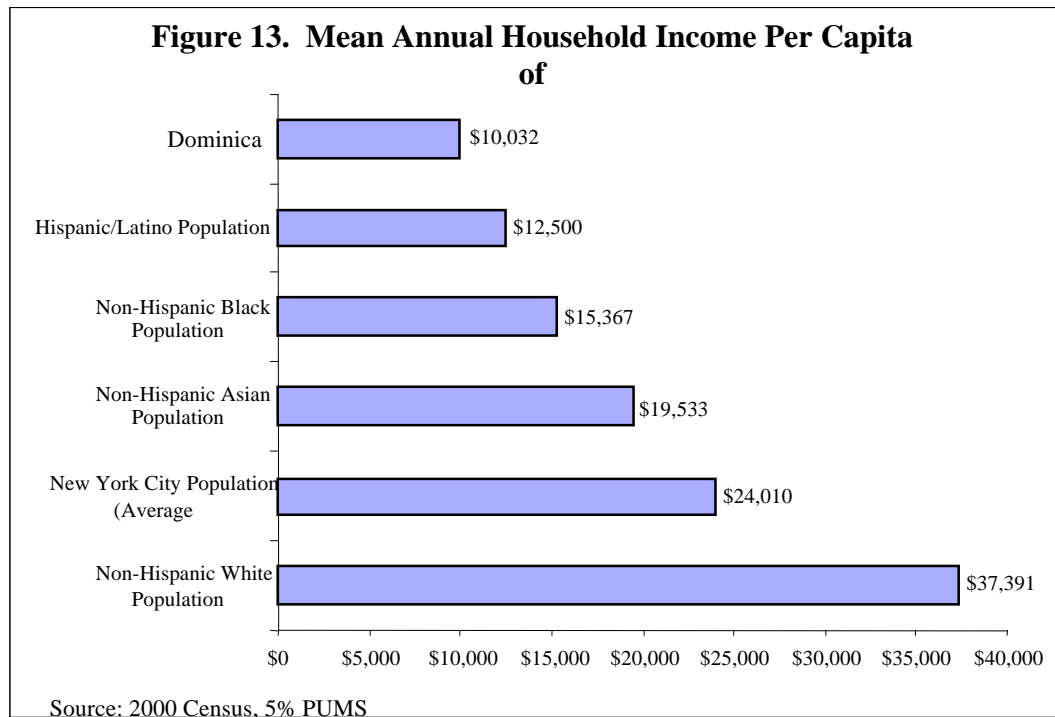
Economic pressures and the need to enter the labor market may help explain the relatively low number of Dominican immigrants who make it to college and complete a college degree. In addition, the number of Dominican immigrants classified as technicians or professionals, has never been significant as compared to blue-collar (non-professional) worker Dominicans and has systematically remained low. That is to say that fewer Dominican with college degrees have decided to leave home and join the ranks of the migrants, affecting the overall number of Dominican immigrants who hold a college degree or more here in the United States.

Although little research has been conducted on students of Dominican ancestry enrolled in the school system in the United States, there are some indications, which reveal that young Dominicans are having a difficult time completing school in the U.S. In “Structural Origins of Dominican High School Dropouts”, sociologist Nancy López takes a close look at a high school

in Washington Heights attended predominantly by Dominican youngsters. In her ethnographic study, López found that compared to other students attending other high schools in the borough, Dominicans were at a higher risk of dropping out of school. She found that Dominican students had higher than average dropout rates due to a number of structural reasons, including overcrowding of space, inadequate/mediocre curriculum, high teacher turnout and absenteeism, and inadequate funding as compared to other public high schools with the same educational duties (López 1998). High dropout rates among Dominican students attending the public school system in New York City is likely to impact on the number of those who obtain a high school degree.

Household Income and Education

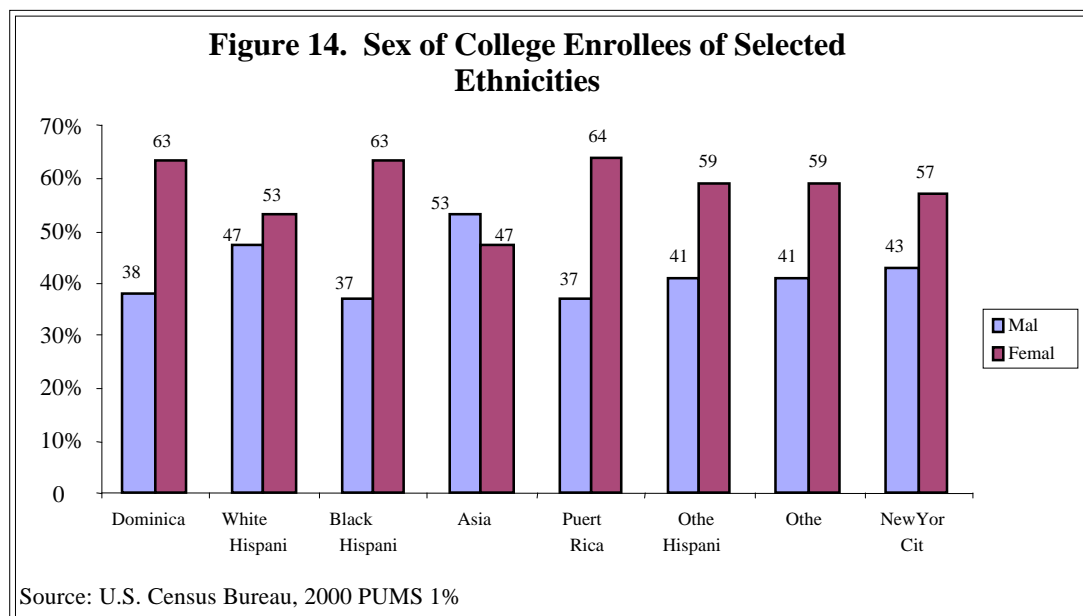
In looking at household income among Dominicans in 2000, as compared to other groups, whether Hispanic or non-Hispanic, Dominicans had the lowest household annual and per-capita incomes than any other group in the country as a whole or in New York City, home of most Dominicans residing in the continental United States. This is displayed in Figure 13. Low educational attainment in a society whose labor market increasingly demands school-based knowledge, is paramount among the causes traditionally used to explain low household income and poverty in a given group. The fact that increasing numbers of Dominicans are reaching educational levels never even dreamt of by most Dominican migrants when they first arrived in the United States represents then an important achievement in increasing the level of socioeconomic progress within this group. What one wonders is whether such educational achievements would undermine the present socioeconomic disparity among Dominicans as a group and most racial/ethnic/national groups in American society.



Indeed, the truth of the matter is that measuring Dominicans' socioeconomic advancement against Dominicans' own socioeconomic stocks, whether educational or economic, will not help Dominicans move forward, and produce socioeconomic parity with other groups in American society. As reflected in Figure 7, among the groups compared, Dominicans have the least likelihood to enter graduate school in the United States. If the number of Dominicans entering graduate school remains at its current rate, chances are that Dominicans will not be able to compete for prestigious, high paying jobs currently produced in the labor market. It also means that Dominicans will have to conform to increasing their representation among workers who hold jobs that are at an intermediate level of knowledge/skills and at intermediate level salaries on the earning echelon.

Sex

Sex patterns among Dominican college students coincide fairly close with those among the U.S. college population and among Hispanic college students. In general, more women attend college than men. As shown in Figure 14, students of Asian ancestry are the only exception to this rule: more male students of Asian ancestry attend college as compared to female Asian students. In addition, the sex-gap among minority students is more pronounced than among non-Hispanic white students. In 2000, 57% of New York City Overall enrolled in colleges and universities across the City were women. Among Dominican and Puerto Rican students, 64% were women and 37% were men respectively. In comparing the population groups one finds that the sex-gap between men and women among non-Hispanic white students is 6% while the sex-gap between men and women among minority students is over 18%, or three times the sex-disparity among non-Hispanic white students. Similar sex values are found among students enrolled in CUNY.

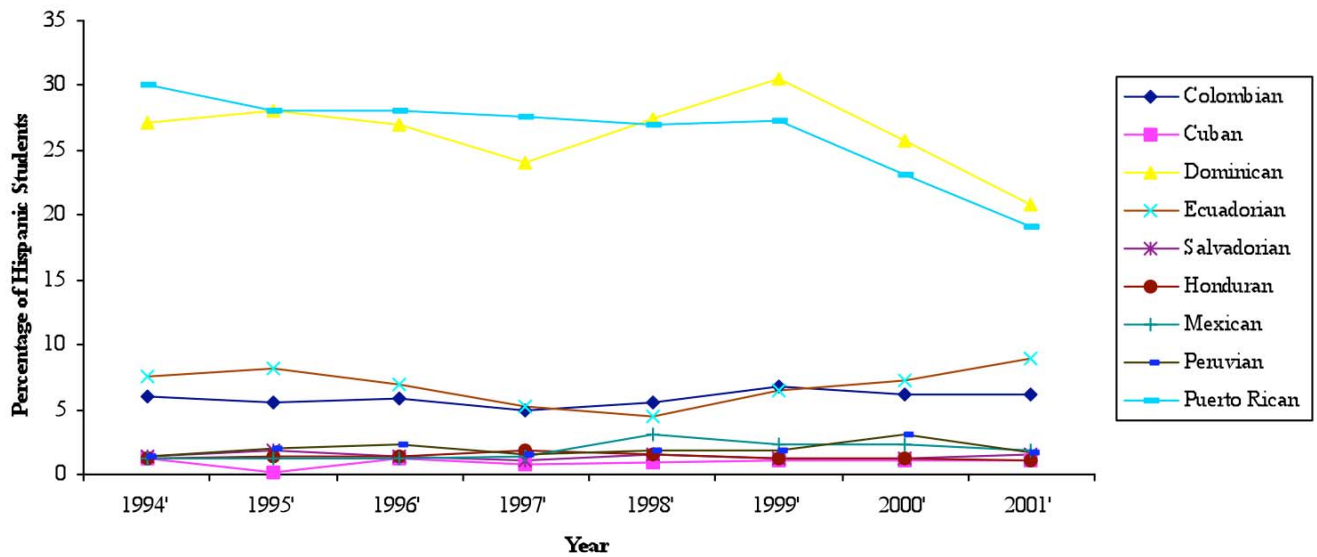


Some researchers have argued about the negative effect of blackness on non-Hispanic black male students in their pursue of socioeconomic progress. It is believed that black males are perceived as aggressive and have therefore been demonized, and consequently, pushed out/marginalized from social/public spaces (Taub 1991). Black women, on the other hand, have been perceived as sex objects, and therefore, less belligerent, and have been encouraged/allowed into social/public spaces. In an ethnographic study involving young, second generation Dominicans, Haitians, and West Indians in New York City, sociologist Nancy López found that although the men and women of these groups had experienced racial discrimination in public spaces, their experience had been markedly different and that each group's outlook for the future and responses to education were determined by these experiences. As compared to women, the men of these ethnicities had great difficulty in public spaces, i.e. school, job market, etc., While at school, "...the fact that men were generally more rambunctious than their female counterparts, teachers were generally less understanding of young men and were more likely to discipline them more harshly for the same infractions committed by their female counterparts" (López 2003:88). When entering the labor market men had more trouble "finding work and were *marginalized* in the least secure, temporary, low wage jobs, usually within the informal economy....Women generally reported fewer difficulties in finding work than men. They tended to be employed in traditional sex-typed work, such as secretarial work and nursing. Although these positions were often in pink-collar ghettos, they did provide women with a window to potential professional career paths into the growth sector of the economy, such as education, health, and finance. *Since many of these positions required educational credentials, women came to link social mobility with education*" (López 2003:161-2. Emphasis added).

The City University of New York

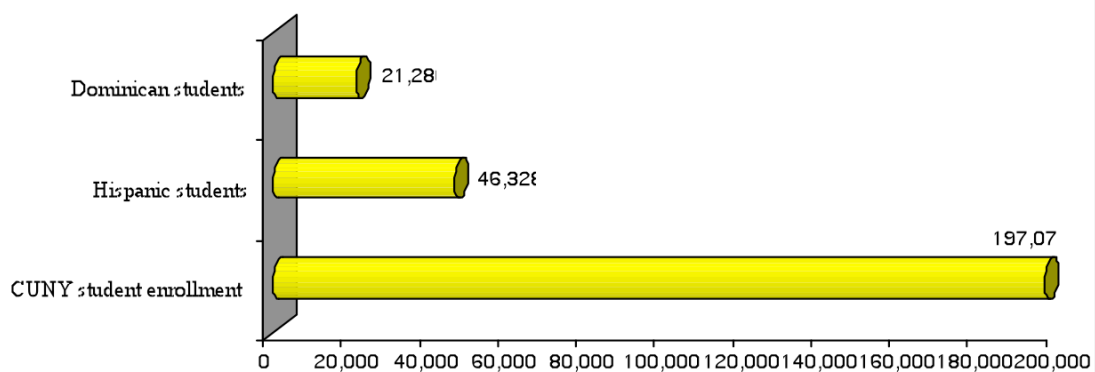
The City University of New York (CUNY) is the largest urban public university system in the United States. CUNY serves nearly half of all the students enrolled in colleges and universities in New York City. Figure 15 shows the student enrollment trends of several Hispanic groups at the City University of New York for a period of twelve years. Data on this figure accounts only for students who entered college for the very first time as freshmen. Figure 16 groups at the City University of New York for a period of twelve years. Data on this figure accounts only for students who entered college for the very first time as freshmen. Figure 16 shows data for three student groups: Total Students, Hispanic, and Dominican students enrolled in CUNY in the fall of 2002. It is important to note that both figures indicate that students of Dominican ancestry represent, by far, the largest single national group in CUNY. In the fall of 2002, there were 197,074 degree-credit students enrolled at CUNY. During the same year, 46,328 of the total student enrollment were of Hispanic ancestry and almost one in two Hispanic students was of Dominican origins (21,280).

Figure 15. Trends in First-Time Freshman Enrollment of Hispanics at CUNY Senior Colleges, 1994-2001



Source: The City University of New York. Office of Institutional Research and Assessment 1994-2001.

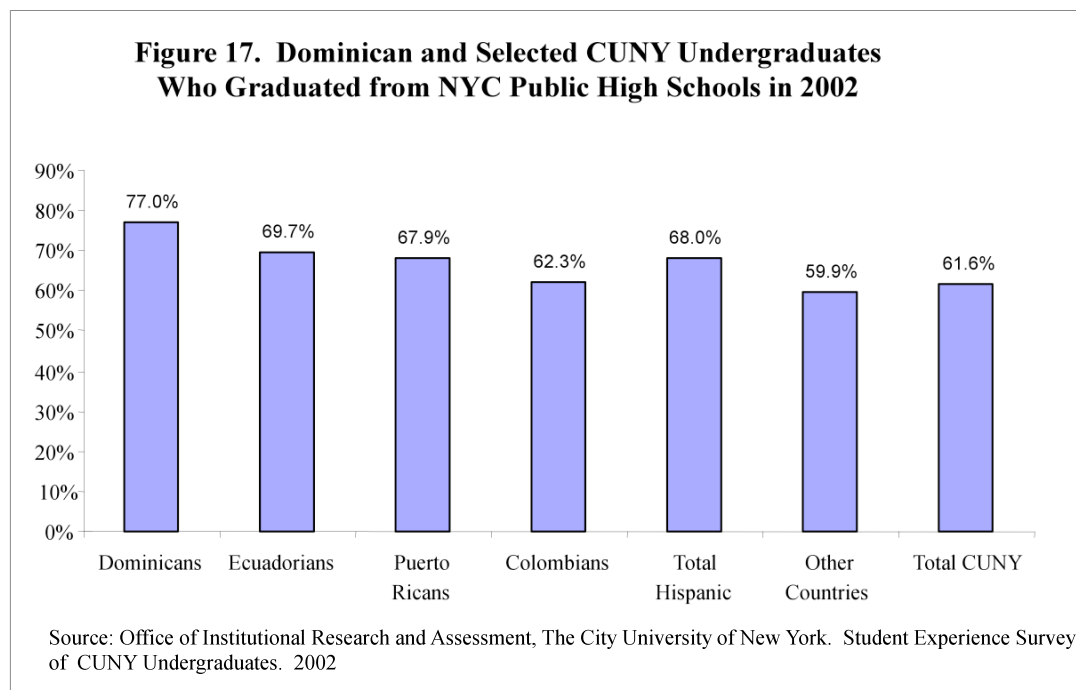
Figure 16. CUNY Degree-Credit Student Enrollment, 2000



Source: City University of New York, Office of Institutional Research and Assessment, 2002

High School Background of Dominican Students at CUNY

As indicated in Figure 17, in the fall of 2002, CUNY had enrolled more students of Hispanic ancestry who had graduated from the New York City public school system than from any other ethnic group. In fact, 68% of all Hispanic undergraduate students attending CUNY in the fall of 2002 had graduated from a public school in the City as compared to 61% of all undergraduate students. Among Hispanic students who have graduated from the New York City public schools, more students of Dominican ancestry than from any other Hispanic group, select CUNY to pursue their undergraduate education. In 2002, 77% of Dominicans attending CUNY had graduated from a public New York City school. The percentage for Ecuadorians and Puerto Ricans, the two Hispanic groups with the highest student representation after Dominicans, were 70% and 68% respectively.

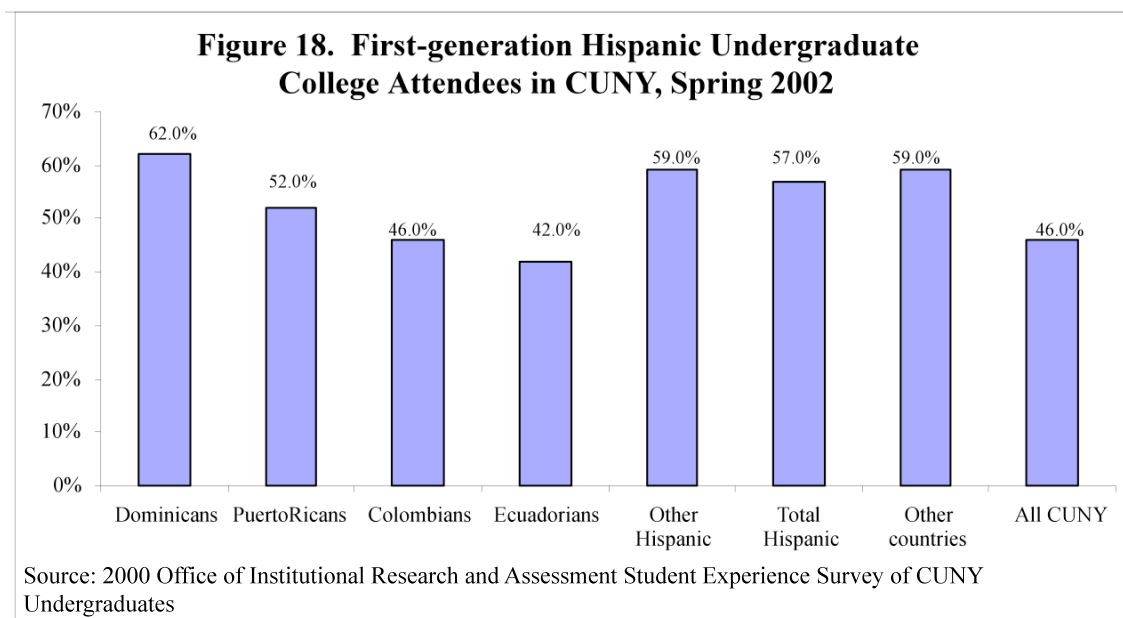


First Generation of College Students

Having parents who have achieved a college education tends to impact positively on students' college education and attainment of a college degree. In fact, studies indicate that "... college students with parents who earned bachelor's degrees have a higher probability of graduating than students whose parents attended college but left without degrees, and students whose parents never attended college have the lowest probability of graduating" (García 2002: 32). In general, college students of Hispanic ancestry tend to have higher percentage of first-generation college attendees. At a national level, for instance, 43% of Hispanic and 20% of non-Hispanic white college students were first-generation college students enrolled at four-year institutions in 2002 (García 2002:33). Furthermore, García found that when it comes to applying to college "College-bound students from middle class and high SES [socio economic status] families are in the best position to have concrete knowledge about the process of applying to college by virtue of their parents' higher level of education. In contrast, low-SES students, such as many Hispanic students, whose parent did not attend college cannot rely on them for crucial information related to post secondary enrollment" (García 2001:204).

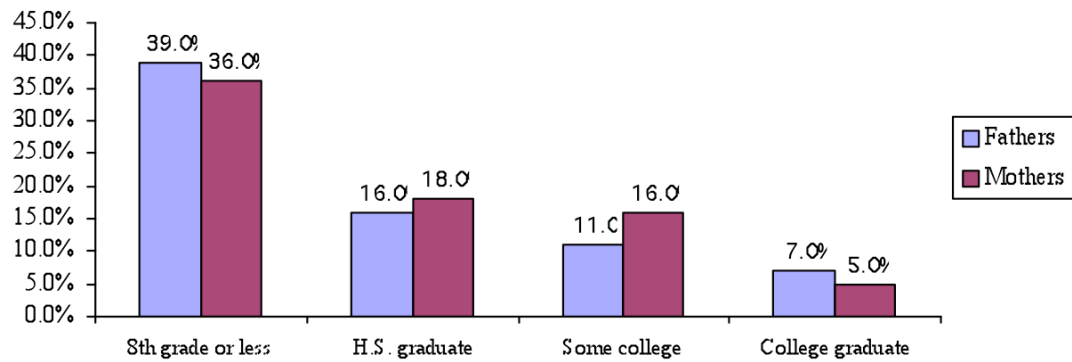
Figure 18 shows that 62% percent of all Dominican undergraduates in CUNY in the fall of 2002 represented the first generation in their family to attend college. As the graph indicates, there were more students of Dominican origin representing the first generation in their families to go to college than any of the other student groups compared here. Other Hispanics and Total Hispanics also have higher percentages of first-generation college attendees, or 59% and 57% respectively, while students of Ecuadorian ancestry have the lowest percentage in this category. This data accurately reflects the educational stock of the Dominican population in New York

City. The data also mirrors the educational attainment of parents of Dominican and Hispanic undergraduate students attending CUNY. Figure 8 showed the educational attainment of people 25 years of age or older of different racial/ethnic groups in the United States in 2000. This figure indicates that Dominicans had slightly more people with less than a high school education than any other group.



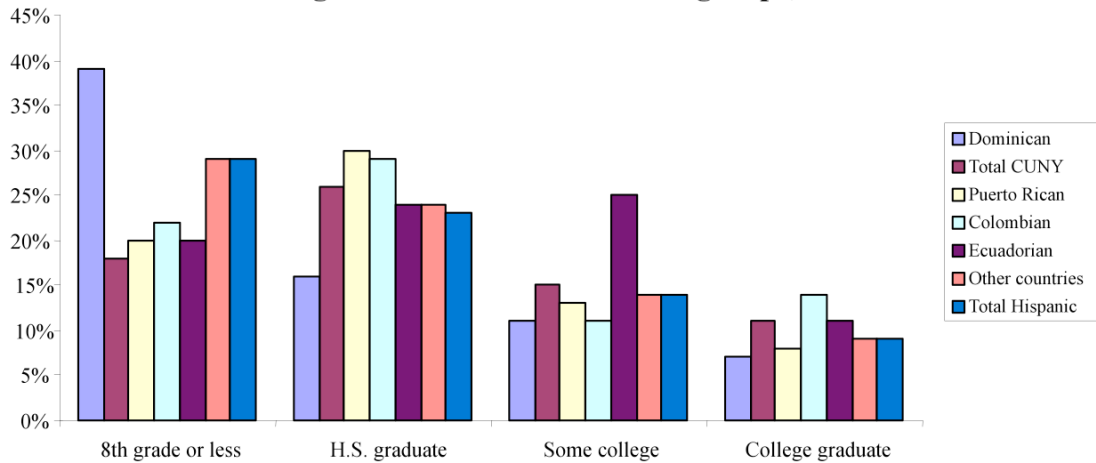
Figures 19, 20, 21 show the educational backgrounds of parents of several Hispanic groups and Dominican students attending CUNY. The graphs show data for fathers and mothers of students.

Figure 19. Education background of parents of Dominican CUNY Undergraduates, 2002

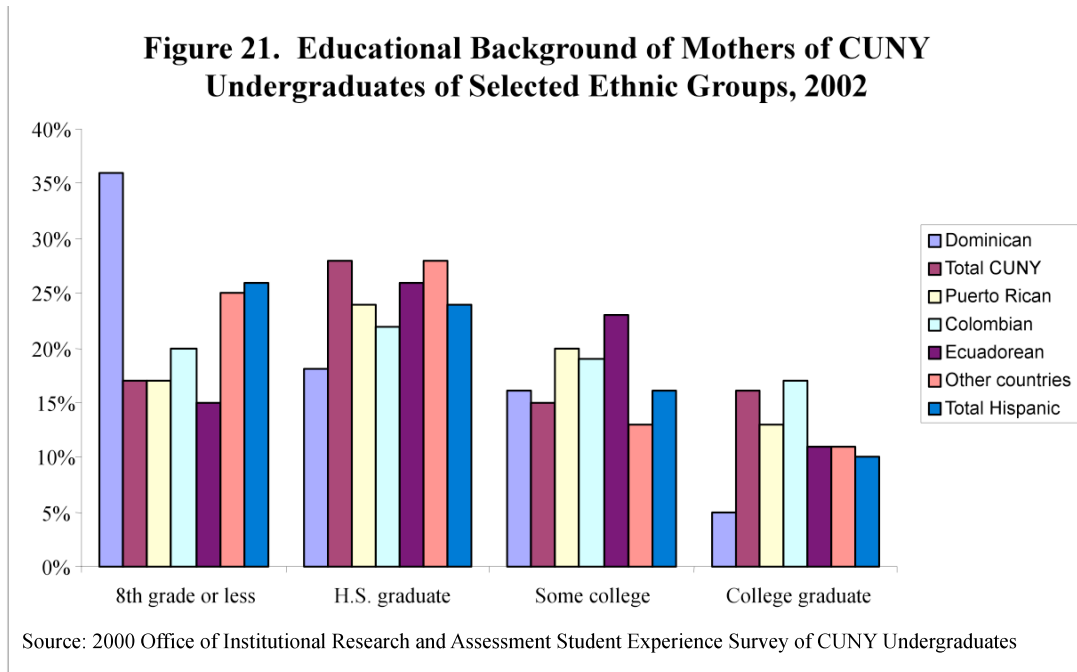


Source: 2000 Office of Institutional Research and Assessment Student Experience Survey of CUNY Undergraduates

Figure 20. Educational background of fathers of CUNY Undergraduates of selected ethnic groups, 2002



Source: 2000 Office of Institutional Research and Assessment Student Experience Survey of CUNY Undergraduates



In comparing the educational attainment of the different subgroups, one finds that there is no significant difference between mothers and fathers of the same national group of students attending CUNY and that both parents show more or less similar values on the various educational categories used. For instance, 36% of Dominican mothers and 39% of Dominican fathers had an educational attainment of only 8th grade or less. 29% of Colombian mothers and 22 % of Colombian fathers on their part had an educational attainment of high school graduate, while 11% of fathers and 16% of mothers of Total CUNY were college graduates. Yet, the same cannot be affirmed when one compares parents representing different national population groups, particularly in some educational levels. Among all the groups, for instance, Dominican parents have the highest percentage of mothers and fathers with an educational attainment of 8th grade or less and the lowest percentage of mothers and fathers who had completed a high school education. 39% of Dominican fathers and 36% of Dominican mothers had an educational attainment of 8th grade or Less as compared to 29% of total Hispanic fathers and 26% of total

Hispanic mothers, the subgroup with the second highest percentage of parents in this category (a solid 10% difference between the two groups, whether mothers or fathers). Similarly, mothers of students of Ecuadorian ancestry, followed by fathers of students of Total CUNY, had the lowest representation in the educational category of 8th grade or less (15% of Ecuadorian mothers and 18 of fathers of Total CUNY). Puerto Rican fathers (30%), followed by mothers of Total CUNY (26%), on the other hand, had the highest percentage of parents who have graduated from high school. In looking at the College Graduate educational category, Dominican and Colombian parents represent the two extremes: Dominican parents had the lowest representation among those who were College Graduates, while Colombian parents had the highest representation in this educational category. 5% of Dominican mothers as compared to 17% of Colombian mothers had obtained a college degree while 7% and 14% of Dominican and Colombian fathers respectively had obtained the same level of education.

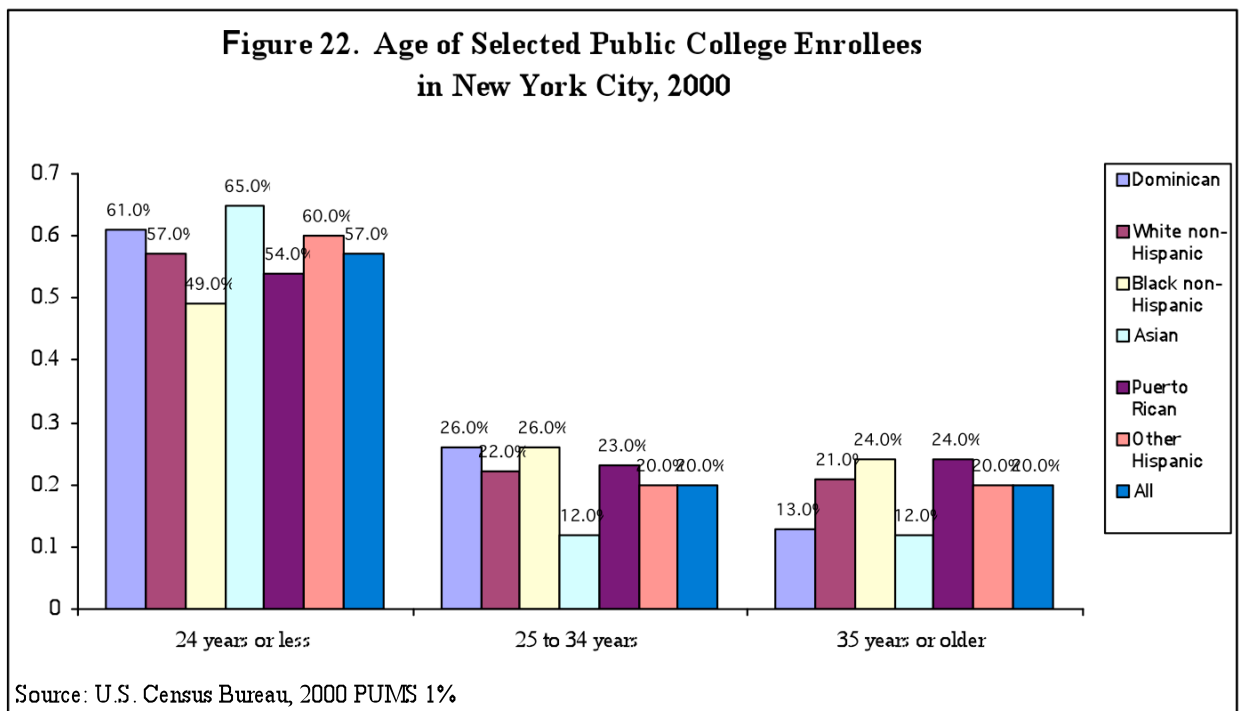
Dominicans Students as Compared to their Parents: Educational Mobility Between the Two Groups

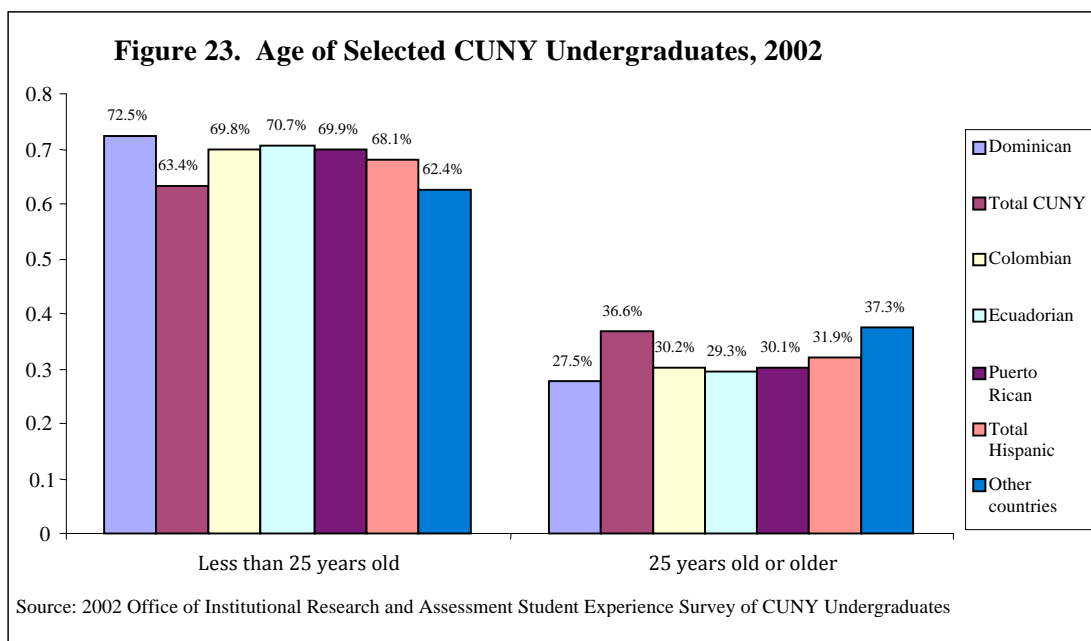
When looking at Dominican students attending CUNY, one needs to think of them as a group that shows an impressive level of resilience. More than one in two students of Dominican ancestry attending CUNY have already surpassed their parents' educational attainment on two grounds: graduating from high school and entering college. These students have managed to tear down two important educational barriers before them, without having the support of traditional social coaching to back them up. In the process, Dominican students attending CUNY have already increased the educational stock of their individual families as well as the educational stock of the Dominican community as a whole. What remains to be seen is whether

this trend will continue and whether their educational achievement will translate into socioeconomic progress.

Age

Compared to the national average, students of Hispanic ancestry tend to be older than the typical college-student age (18-24). In New York City, however, students of Hispanic origin tend to be closer to the typical college age. As Figure 22 indicates, the majority of the Hispanic students attending CUNY are under 25 years of age. Among Hispanic students, students of Dominican descent are slightly younger than the rest of the Hispanic subgroups. Among all the groups compared, students of Asian ancestry have a higher younger stock among their college attendees than the rest of the groups. This is shown in Figure 23. 65% of Asian students, 61% of Dominican students, 60% of Dominican students, and 60% of Hispanic students attending colleges and universities in New York City in 2000 were younger than 24 years of age.





The stock of younger students among Dominicans is also evident among students attending CUNY. Among the student groups compared, Dominican students had slightly less students attending CUNY who were 25 years of age or older. As Figure 22 indicates, in general, Total CUNY and Other Countries had the larger stocks of older students, or 36.6% and 37.3% respectively. Figure 23 shows that 26% of all Dominican students in public colleges were in the 25-34 years-of-age group in 2000. This proportion is larger than that of students of all other ethnicities in that age group, except non-Hispanic blacks, who share the same percentage. Conversely, when it comes to the percentage of Dominicans of ages 35 and older who are registered in public colleges, it is the second lowest (13%), after Asians (12%), of all the other ethnic groups, and lower than the average for all public college students in the whole City, which is 20%.

As Figure 22 displays, in the fall of 2002, Dominican students had a slightly higher percentage of younger students attending CUNY than all the other groups. 72.5% of Dominican

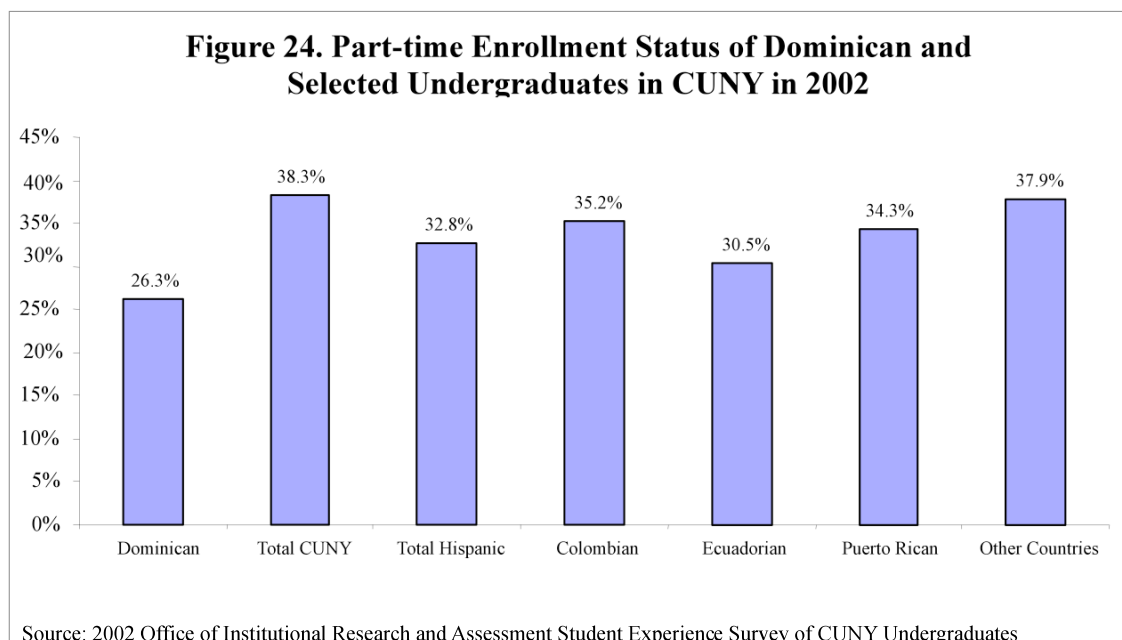
students were less than 25 years of age as compared to 70.7% of Ecuadorians, second among younger students, and 69.9% of Puerto Ricans. Again, among older students, those students 25 years of age or older, Dominicans (27%), followed by Ecuadorians (29.3%), have the lowest representation of students in that age bracket. Similarly, compared to Total CUNY (36.6%), Total Hispanics (31.9%) have fewer students represented in the 25 years of age or older year-of age bracket.

Full-Time and Part-Time College Enrollment

In New York City, there are more Hispanic students enrolled in college full-time than any other group. This finding contradicts national trends where one finds that Hispanic students are likely to attend college on a part-time basis at a higher rate than any other large racial/ethnic groups. At the national level, only students of Cuban ancestry disrupt the part-time and full-time levels of enrollment among Hispanics. When compared to other students, whether Hispanics or non-Hispanics, Cubans tend to have a higher rate of full-time college enrollees. In general, it is believed that students who attend college part-time are likely to disrupt/abandon their studies and end up with some years of college but without a degree. Having some years of college without completing a degree is not cost-effective and does not improve students' likelihood of ever completing a degree or substantially improving their socioeconomic standing in society.

Figure 24 looks at part-time student enrollment of several selective groups in CUNY. Among the groups compared in the figure, note that Dominican students had the lowest representation among college students attending part-time. Such a high enrollment as full-timers among Dominicans reflects the youthful age of this group. It also speaks volumes about their aspirations and the value Dominicans place on education. Furthermore, it has been suggested

that young Hispanics may be pressured to enter the labor market by economic need in their families and that such a decision directly impacts on whether they attend college full-time or part-time. “The strong commitment to work and family does not stop Latinos from enrolling [in college], even part-time, but it may help explain why so few enroll full-time” (Fry 2002: 5). In the case of Dominican students, one can argue that economic need and the need to work have not prevented them from enrolling full-time in college. In fact, the combination of low socioeconomic status and low educational stock among Dominicans functions as the detrimental factor in their pursue of an education, particularly of getting a college degree. What motivates Dominicans and what encourages them to value education and pursue a college degree go beyond the present study. For now, a question we think would be important to ask, though, is whether high aspirations, motivation, and dedication—translated in high rates of enrollment as full-time college students—would yield the expected outcome: high levels of retention and graduation rates among Dominican college students as compared to other college students.



Work Obligations and Household Income

Figure 25 compares work obligations among selected student groups attending CUNY. As indicated in the graph, all students have high levels of work obligations. In fact, CUNY students are characterized for traditionally juggling work, family, and school obligations simultaneously. Yet, among the groups compared, there are some who have slightly higher representation among those students who work 20 hours or more per week. Among the groups compared, Total Hispanics (44.3%), Total CUNY (44.0%), and Dominicans (42.7%) in that order had slightly higher percentages of students who worked more than 20 hours per week. 33.3% of Colombian students, 37.5%, of Ecuadorian students, and 39.8% of Puerto Rican students worked 20 hours or more.

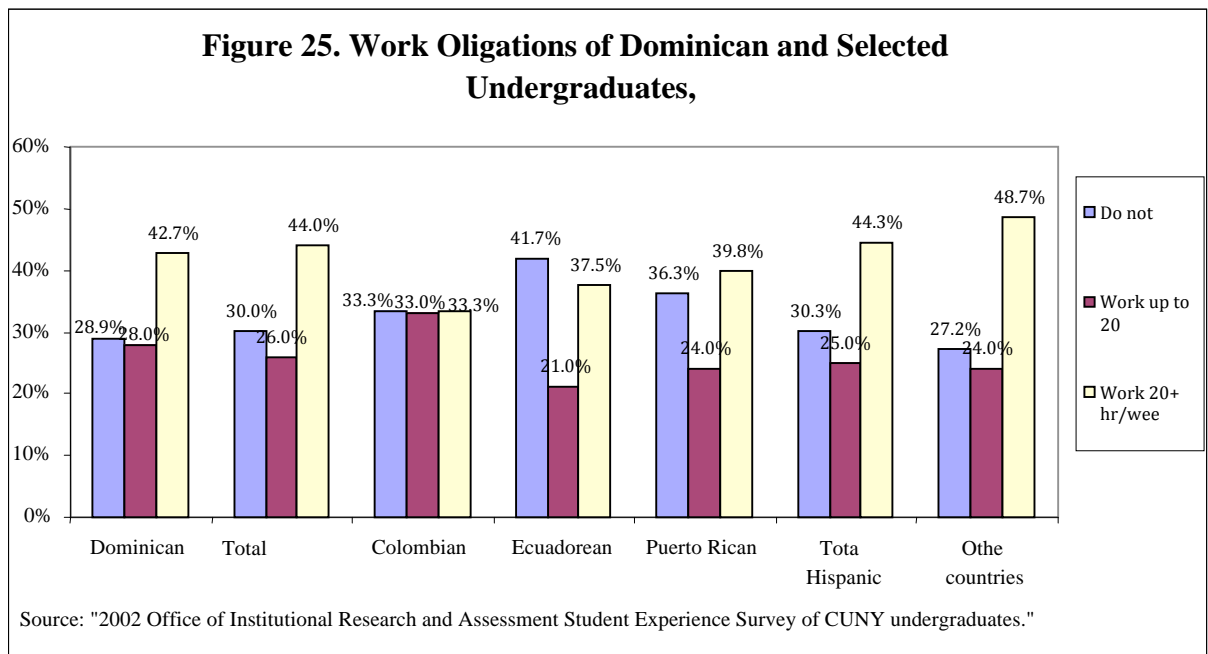
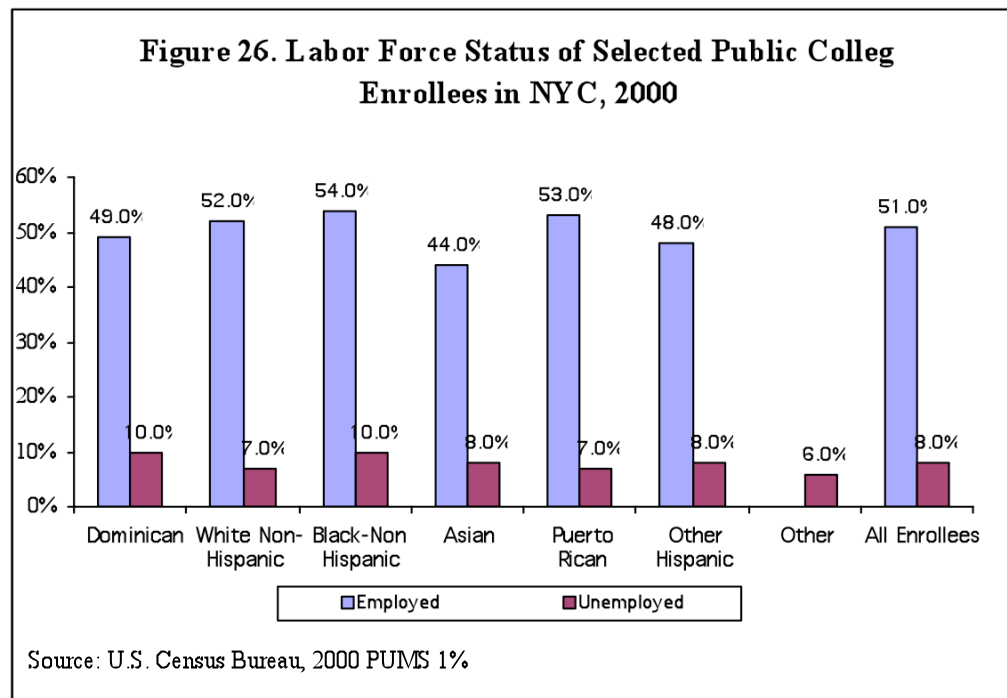


Figure 25 shows that over 50% of students in CUNY colleges were in the labor force in 2000. Similarly, undergraduate students enrolled in CUNY in the fall of 2002 exhibited high levels of employment. In general, more than 3 in 10 undergraduate students worked more than 20 hours per week. Among the students compared, Total Hispanic were slightly above Total CUNY and Dominicans with students who worked 20 hours or more per week. For Total Hispanic the percentage was 44.3%, followed by Total CUNY with 44%, and by Dominican students with 42.7%. Figure 26 indicate that while employment rates oscillated between 49% and 54%, unemployment rate fluctuated between 7% and 10% in 2000.



Household Income

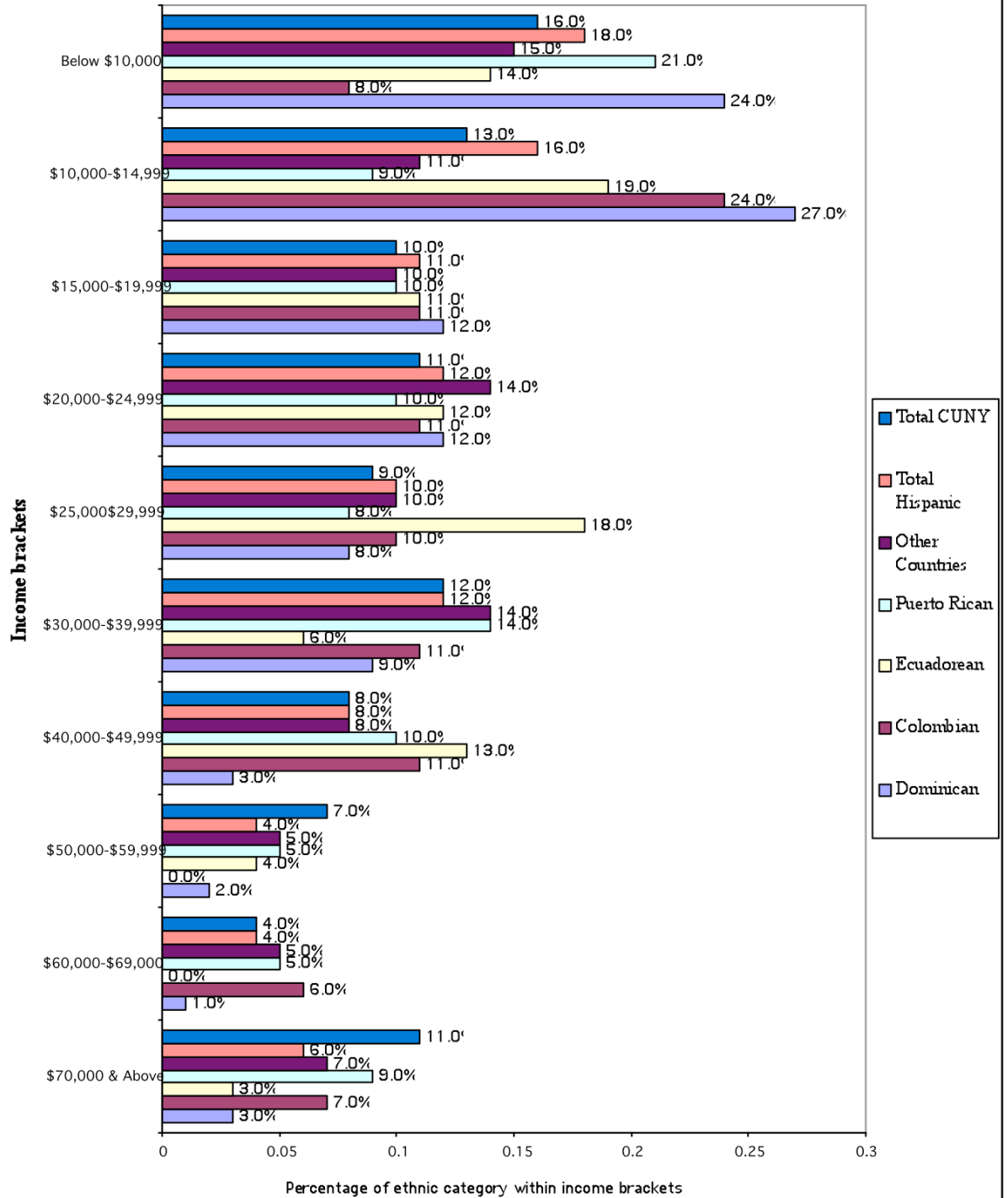
As with other social economic indicators, financial wealth matters when it comes to getting an education, particularly acquiring a college degree. In *Latinos in Higher Education:*

Many Enroll, Too Few Graduate, Richard Fry concludes that "...among Hispanics, as with the U.S. population overall, the children from higher income families are more successful in obtaining a college education" (2002:11). Fry's conclusions are certainly correct in a society where education is a commodity and needs to be purchased. More importantly, lack of financial means may hamper students' possibilities of acquiring a college education since it is likely that students may have to devote time to generate financial resources either for themselves or for their families. In *Understanding Obstacles and Barriers to Hispanic Baccalaureates* sociologist Philip García identifies students with low-income status as at risk of not completing their college degrees. García looked at Hispanic students attending the University of California and concluded that, "More than three-quarters of new Hispanic freshmen at four-year institutions [had] major concerns about how they [were going to] pay for their education. The comparable number [was] 60 percent for white students" (García 2002:33).

When examining household income among undergraduate students attending CUNY, one finds much variation among the groups compared. Yet, a couple of patterns are evident: one of economic distress reflected in very low household incomes among a good portion of CUNY's undergraduate student body and another concerning household income distribution. Over one quarter of CUNY undergraduate students lived in households whose incomes were below \$15,000 per year. Similarly, the percentages of incomes found in the two extremes, the lowest and the highest, represent a widely deformed pyramid, with a very extensive base and a very narrow apex. Figure 27 displays the economic status of various selected undergraduate student groups attending CUNY. The economic status is measured as per their declared household annual income. When it comes to low-income, a clear picture of financial distress appears where some groups are in worse economic conditions than others. For instance, among the groups

compared, the graph shows that there are more students of Dominican and Puerto Rican ancestry living in households whose incomes were below \$10,000 per year than any other group: 21% and 24% of Puerto Ricans and Dominicans respectively, were living in homes with annual income below \$10,000. The comparable group in that income category was Total Hispanic with 18%. Among the groups compared, Colombian students had the lowest representation, with 8% of households in the less than \$10,000 annual income category. Dominican students are over represented in the next income category, household with income of less than \$15,000 per year. Almost three in ten Dominican students in ten lived in households whose incomes were less than \$15,000 per year. The closer group to Dominicans, Colombians, had 24% of students living in the less than \$15,000 per year income bracket.

Figure 27. Income Levels of Hispanic CUNY Undergraduates, 2002



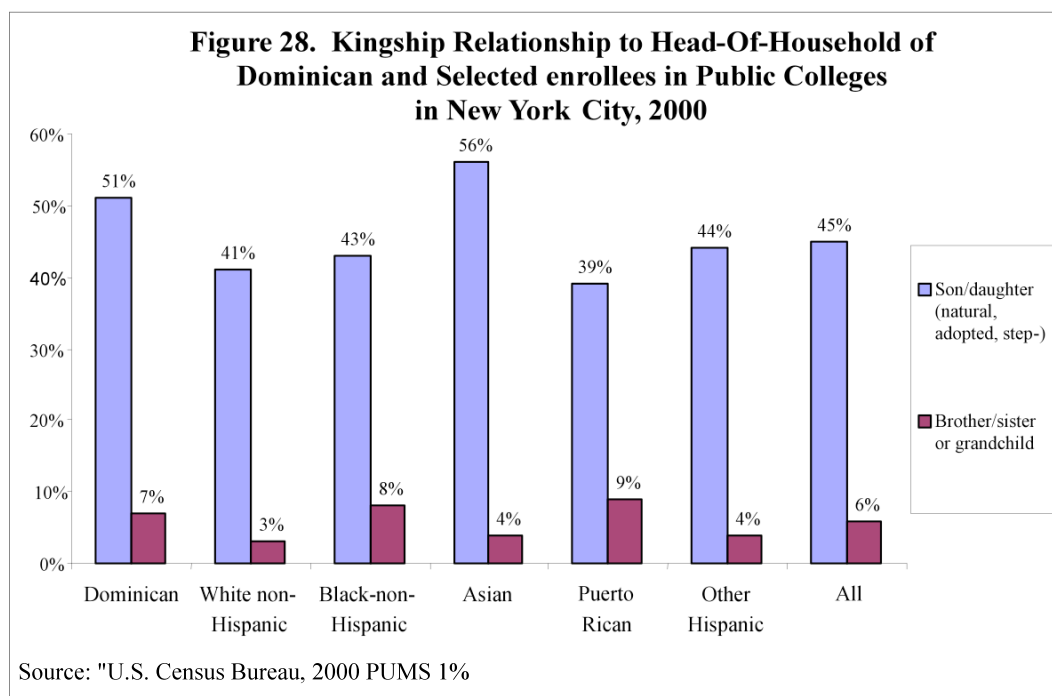
Source: 2002 Office of Institutional Research and Assessment Student Experience Survey of CUNY Undergraduates

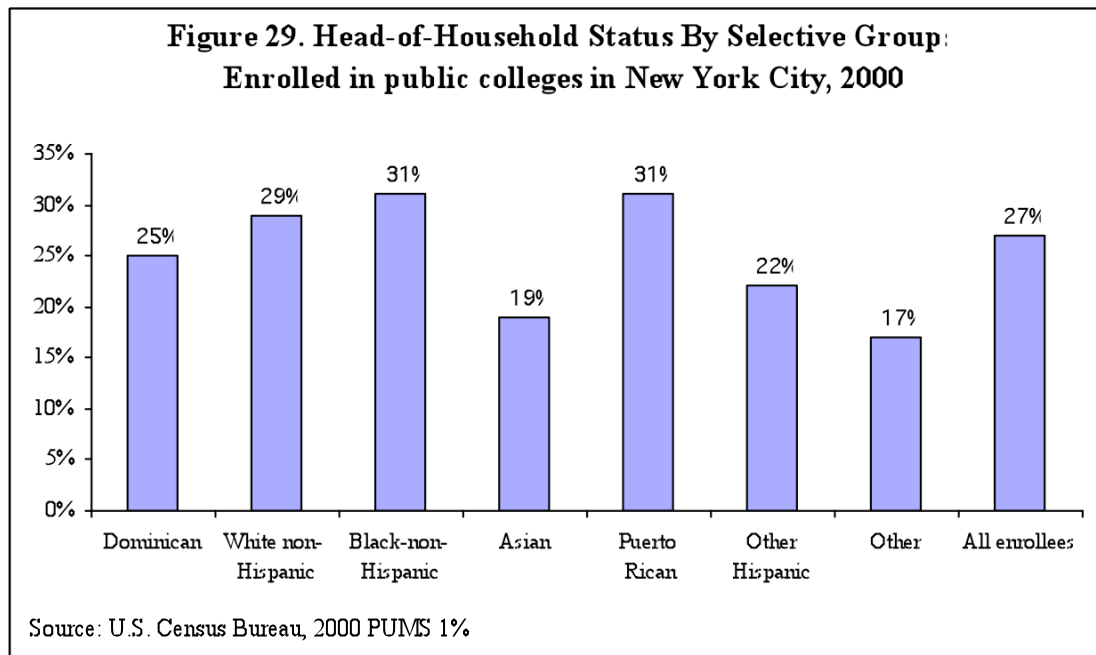
Kinship Relationship to Head of Household

51% of all Dominicans attending public colleges in New York City in 2000 were sons or daughters of the heads of the households in which they lived. This is displayed in Figure 28.

This high percentage of students living with parents comes as no surprise since, as discussed previously, Dominicans are among the youngest undergraduate students attending CUNY.

Another 7% of Dominicans reported being either siblings or grandchildren of the heads of households. That brings to 58% the percentage of students of Dominican background who live in households where someone else in the family is the head of household.



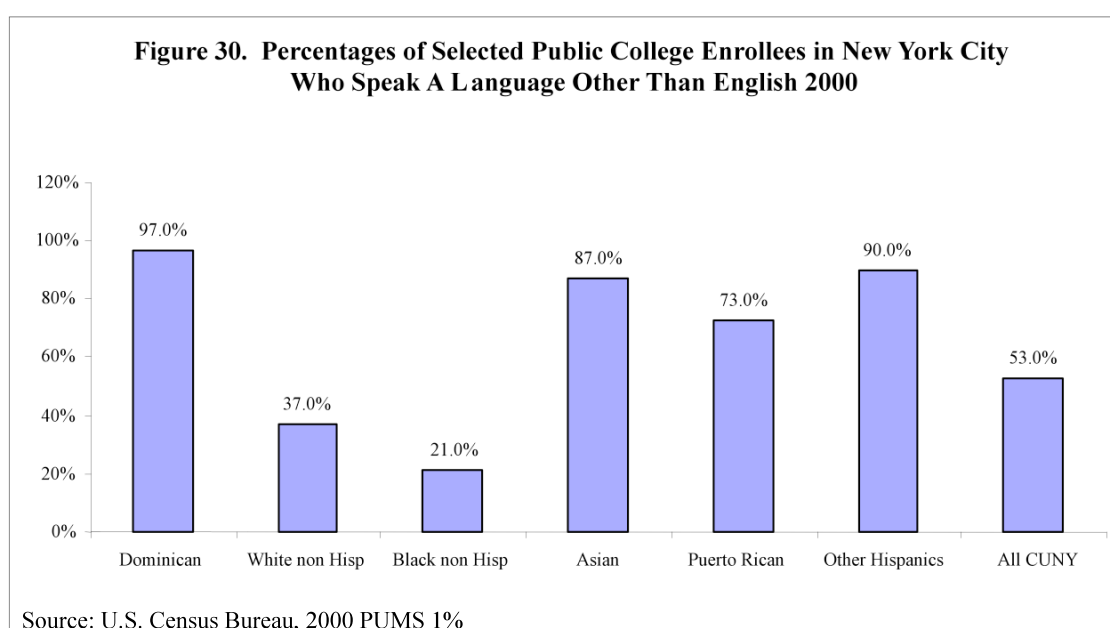


As figure 29 also indicates, among the groups compared, Dominican public college students who were themselves the heads of their households represented 25% of all Dominican students, as compared to 31% for both, non-Hispanic blacks and Puerto Ricans, the two groups with the highest percentages of people who are both, students and heads of their households.

Language Background

A little over half of all students enrolled as undergraduates in public colleges and universities in New York City in 2000 spoke another language besides English (53%). Among Dominican students, however, a solid 97% of them spoke another language besides English. Non-Hispanic blacks, followed by non-Hispanic whites, had significantly low percentages of students who spoke another language. This is shown in Figure 30. Puerto Rican students had

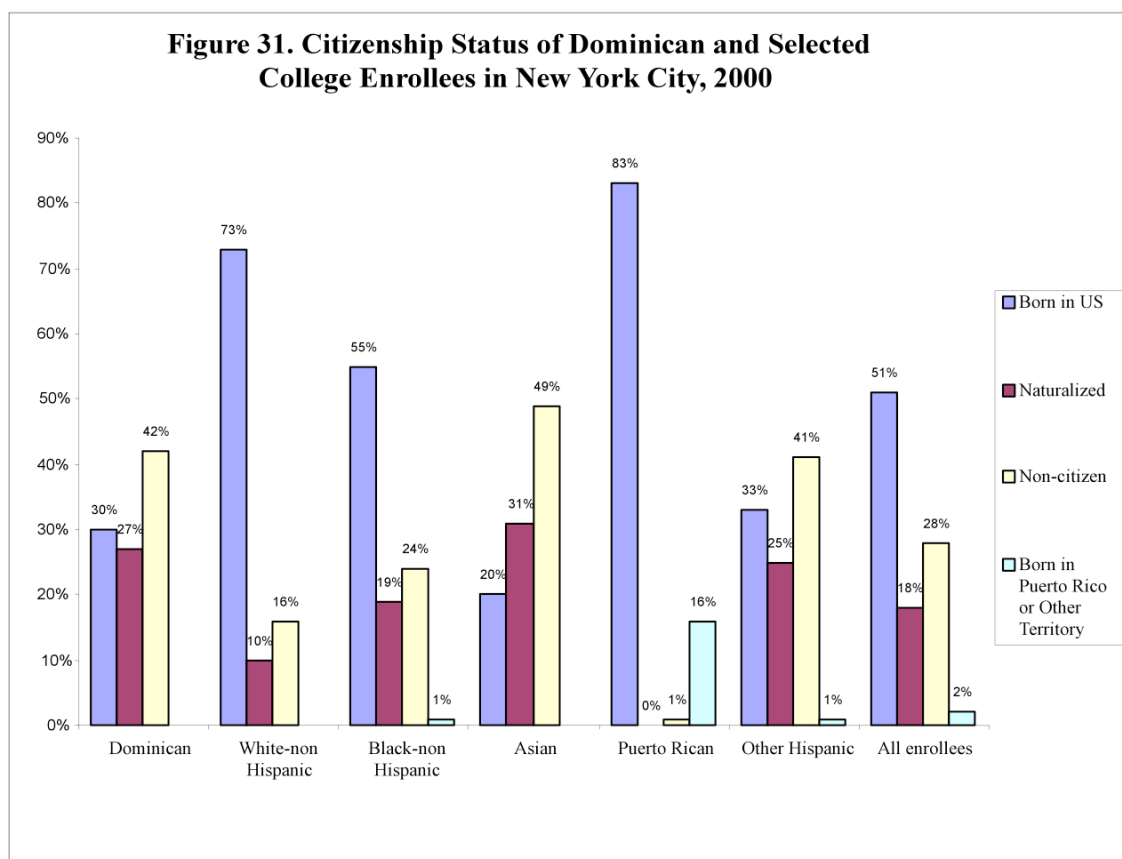
the highest percentage of students who spoke “English Very Well.” 87% of Puerto Ricans were in that category, followed by non-Hispanic whites, with 75%. Asian students, followed by Dominican students, had the lowest percentages of students who felt that they spoke “English Very Well”: 47% for Asians and 63% for Dominicans. 12% of Dominican students and 10% of Other Hispanics declared that they speak English “Not Well”. Both groups were slightly above the 8% representation for Total Students in that category.



Citizenship/Place of Birth

In 2000, only 28% of all undergraduate students enrolled in public colleges in New York City were not citizens of the United States. As shown in Figure 31, among the various groups compared, Asians, Dominicans, and Other Hispanics in that order, had the highest percentages of undergraduate students who were not U.S. citizens. 73% of non-Hispanic white and 51% of Total Students enrolled in public colleges in New York City were U.S.-born and 10% and 18% of them, respectively, had acquired the U.S. citizenship. Among Hispanic students, there were

slightly more Other Hispanics than Dominicans born in the United States (33% and 30% respectively) but the reverse was true for those who had become citizen of the U.S. through naturalization: 27% of Dominican students and 25% of Other Hispanic students were naturalized U.S. citizens in 2000. The combination of those born in the United States and those who became U.S. naturalized brings the percentage of Dominicans and Other Hispanics eligible to exercise the right vote to 58%.



The Labor Market and Majors/Concentrations of Dominican Students

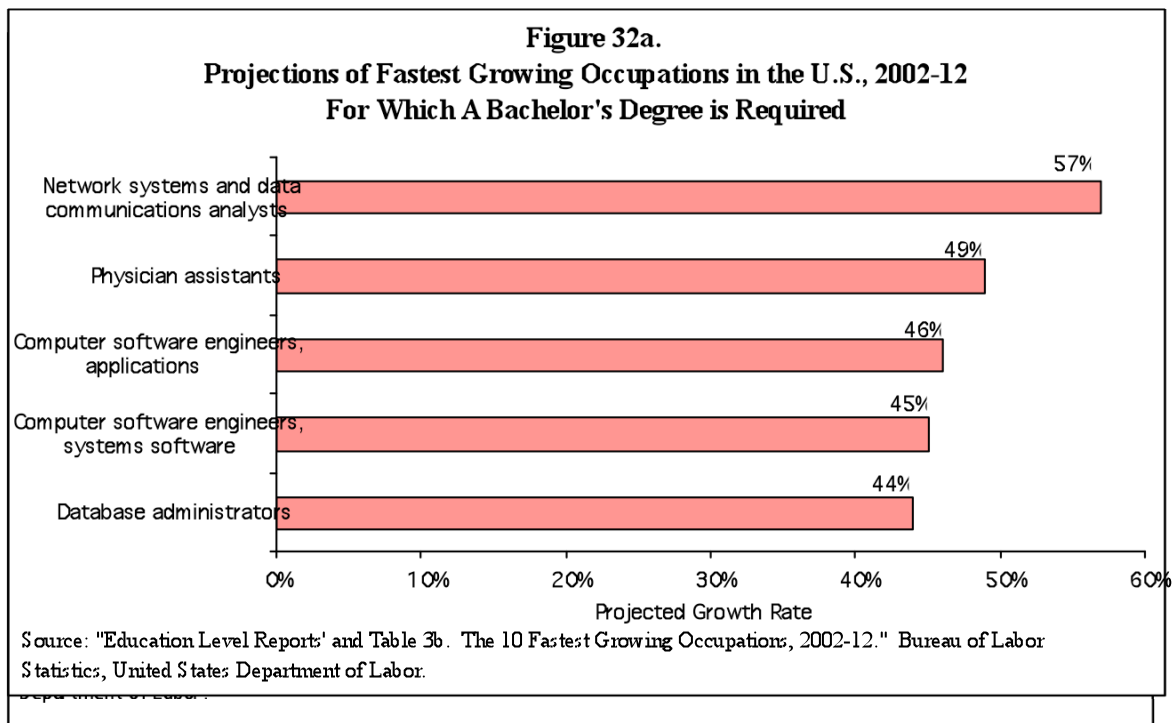
Between 2002 and 2012, the Labor Bureau (LB) has projected that total employment in the United States will increase from 144 million to 165 million, a 14.8% growth. Job growth, however, will not be evenly distributed across industrial sectors and, consequently, some labor

markets may experience high job growth while others may suffer losses, and others moderate or high increases. Indeed, among the 21 million new jobs projected, it is expected that 1 in 4 will be created in two employment sectors, health and education. A number of factors will stimulate job growth and will create the need for workers trained in areas related to health care and educational services. Among these factors are population growth, medical advances in terms of treatable diseases, an expansion in the number of older people, and rising student enrollments at all educational levels, particularly at postsecondary stages. It is estimated that many of the new jobs will require educational levels beyond a high school diploma.

Graphs 32a and 32b show the following: projections of fastest growing occupations in the United States for 2002-12 for which a BA and AA degrees are required. As reflected in the graphs, among BA degrees, Network System and Data Communication Analysts and Physician Assistants are among the fastest growing occupations during the 10-year period while Medical Records & Health Information Technicians, and Physical Therapist Assistants are among the occupations for which AA degrees will be required.¹

In addition, the Department of Labor made projections concerning occupations with the largest numerical increases in employment during the 2002-12 period. As Table 1 shows, Elementary, Secondary, and Special Education School Teachers are among the occupations projected to have the largest number of people during the same period. In fact, due to its employment elasticity, education is considered as a “supersector” and it is “projected to grow faster, 31.8%, and add more jobs than any other industry supersector.” (*Tomorrow’s Jobs*, 2004:2).

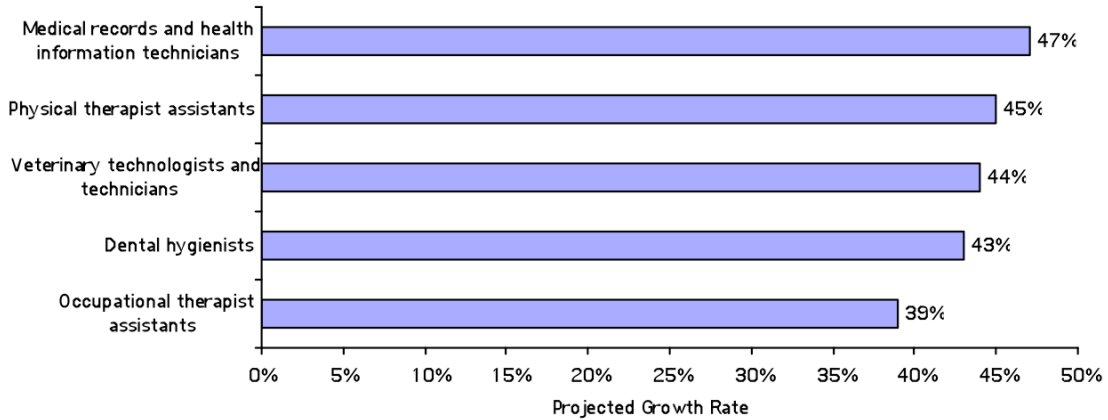
¹ . “Tomorrow’s Jobs.” The Department of Labor. February, 2004.



Graphs 33-36 show the percentage of Dominican students in different areas of study (majors) in CUNY. Their selection of majors is reflected in both community and senior colleges and is measured at two different points in time: for senior colleges, at the junior and senior levels and for community colleges at the freshman and sophomore levels.

At the senior colleges, the largest number of Dominicans is found in Business Management, with 20% at the junior level, followed by Social Sciences, with 11% at the same level. Both majors, Business Management and Social Sciences, continued to hold the largest number of students at the senior year.

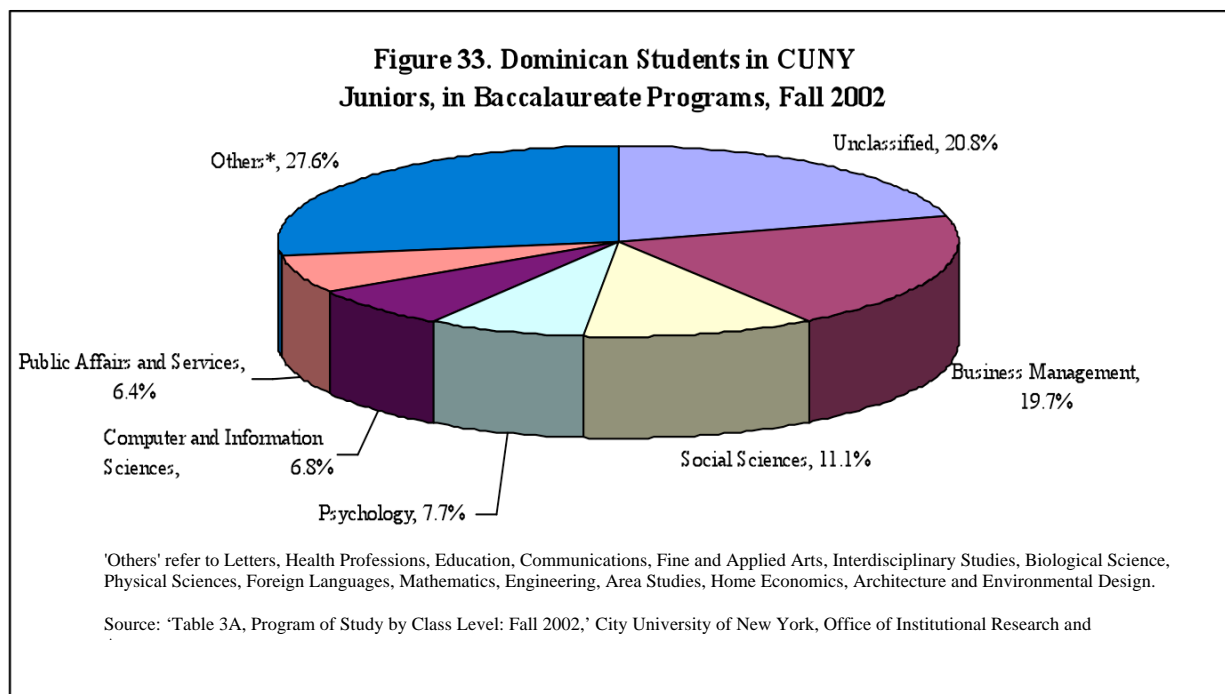
Figure 32b.
Projections of Fastest Growing Occupations in the U.S., 2002-1
For Which An Associate's Degree is Required



Source: "Education Level Report, and Table 3b. The 10 Fastest Growing Occupations, 2002-12." Bureau of Labor Statistics, United States Department of Labor.

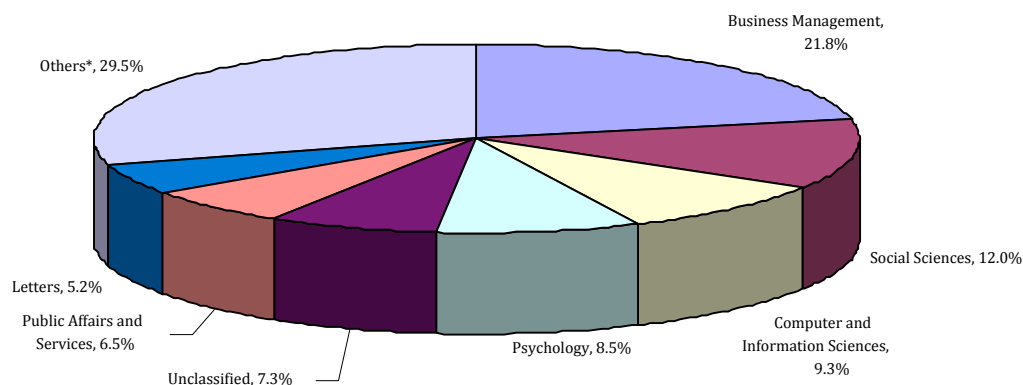
Table 1. Projections of Selected Fastest Growing Occupations and Occupations With Largest Numerical Increases in Employment, 2002-12	
Occupations	
FASTEST GROWING OCCUPATIONS	LARGEST NUMERICAL JOBS INCREASE
Requiring B.A. Degree	Requiring B.A. Degree
Network systems and data communications analysts	Elementary school teachers, except special education
Physician assistants	Accountants and auditors
Computer software engineers, applications software	Computer system analysts
Computer software engineers, systems software	Secondary school teachers, except special and vocational education
Database administrators	Computer software engineers, applications
Special education teachers	
Accountants and auditors	
Communications analysts	
Requiring A.A. Degree	Requiring A.A. Degree
Medical records and health information technicians	Registered nurses
Physical therapist assistants	Computer support specialists
Veterinary technologies and technicians	Medical records and health information technicians
Dental hygienists	Dental hygienists
Occupational therapist assistants	Paralegals and legal assistants

Source: Education Level Reports: The 10 Fastest Growing Occupations, 2002-12. Bureau of Labor Statistics, United States Department of Labor.



Among Dominican students in community colleges, Arts and Sciences (general programs), with 34.6%, followed by Business and Commerce, with 23.6%, held the largest number of students at the freshman level. In the sophomore year, however, Dominican community college students find themselves concentrated in the same two areas of studies, but with a much more even distribution than previously seen in their freshman year: Arts and Sciences (or general programs) now with 27.9% and Business and Commerce Technologies now with 26.8%.

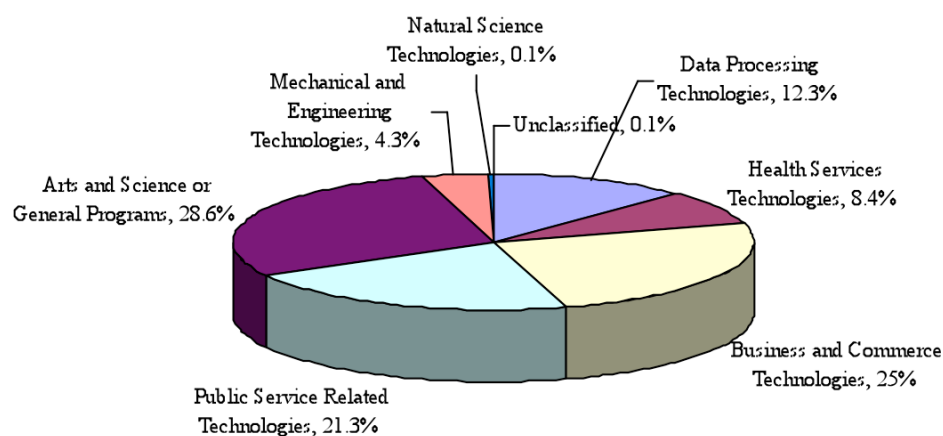
**Figure 34. Dominican Students in CUNY
Seniors, in Baccalaureate Programs, Fall 2002**



* 'Others' refer to Education, Health Professions, Fine and Applied Arts, Communications, Biological Science, Interdisciplinary Studies, Engineering, Physical Sciences, Foreign Languages, Mathematics, Home Economics, Architecture and Environmental Design, and Area Studies.

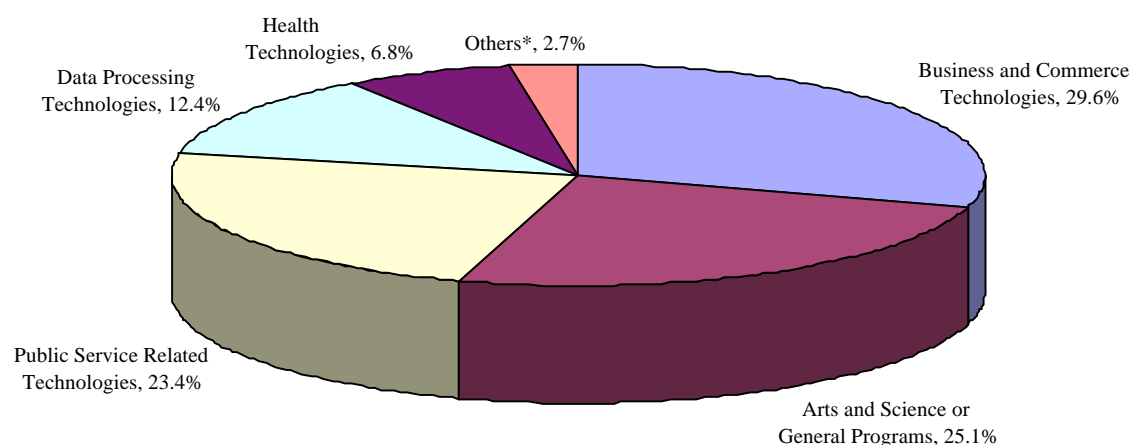
Source: 'Table 3A, Program of Study by Class Level: Fall 2002,' City University of New York, Office of Institutional Research and assessment

**Figure 35. Dominican Students in CUNY
Freshmen, in Associate Programs, Fall 2002**



Source: 'Table 3B, Program of Study By Class Level: Fall 2002, Associate Program,' City University of New York Office of Institutional Research and Assessment

**Figure 36. Dominican Students in CUNY
Sophomores, in Associate Programs, Fall 2002**



* 'Others' refers to Mechanical and Engineering Technologies, Natural Science Technologies, and

Source: 'Table 3B, Program of Study By Class Level: Fall 2002, Associate Program,' City University of New York Office

A good number of students in general transfer from community to senior colleges. At the time of this writing, we did not have any data on student transferring in CUNY. Yet, we will assume that a number of Dominican students transfer from community to senior colleges in CUNY. While transferring may help explain Dominican students' preference for majoring in Arts and Sciences (general programs), which will perfectly allow them to major in one of the areas of the Social Sciences or in Humanities at the senior college, their second choice in the Associate of Arts programs, Business and Commerce, reflects more a terminal degree. It is important to note that Business and Commerce, Business Management, and Social Sciences, the majors with the highest percentage of Dominican students in Bachelor of Arts programs, **are not** among the occupations that are expected to have the highest growth and add the largest number of workers in the United States in the next decade (see table and graphs of occupations above).

In addition, for students majoring in the social sciences -- Sociology, History, Political Science, and Anthropology as well as Psychology -- entry level jobs in these fields often require a master's degree or special certification (i.e.: social worker, counselor, etc.). Often, obtaining a certification for a given field requires post college training or graduate education and as we have already established, a very small number of Dominican students pursue graduate studies.

Conclusion

This study shows the status of Dominican students in higher education in New York City. The study found that Dominicans' enrollment in higher education has steadily increased, becoming the second largest Hispanic subgroup, behind Puerto Ricans, in New York City and New York State. Furthermore, the study found that Dominican students represent the single largest national/ethnic group at the City University of New York. In addition, the study exposed the fact that U.S.-born Dominicans, as compared to other U.S.-born Hispanics, have the highest percentage of students with "Some College" and that, in general, Dominican students have already achieved educational levels beyond that of their parents. These are all positive educational outcomes.

Yet, the study also uncovered some disturbing results that are cause for concern. Among these is the fact that the percentage of U.S.-born Dominican high school graduates has declined and that the number of Dominican students pursuing graduate studies is anemic at best. These two educational levels, high school and graduate school, represent the base and the apex in the educational pipeline. The fact that students of Dominican ancestry are experiencing difficulty at the high school level and at the graduate level indicates that there are serious leakages in their educational attainment. Repairing these educational leakages is of paramount importance for

two reasons. The first reason is that the educational pyramid must have the appropriate shape, that is, a base, a center and an apex, one feeding the other accordingly. The second reason is that eliminating these leakages will provide the necessary tools for this group to move forward economically. As the poorest group living in a society that creates jobs that increasingly demand formal educational degrees, Dominicans have no choice but to increase their educational stock so they can compete effectively in the labor market and society as a whole.

Problems and Recommendations

Ramona Hernández, Anthony Stevens-Acevedo, and Honorable Guillermo Linares

CUNY is, overwhelmingly, the university system that Dominicans attend in New York. 76% of all New York Dominican college students are in CUNY. (Furthermore, Dominicans are roughly 50% of all Hispanic students in CUNY.) Any serious attempt at improving Dominicans' higher education achievements in New York, therefore, must begin, and be centered at, CUNY. A number of the problems facing Dominican students in CUNY are similar to those cited by other reports on the status of Hispanics in U.S. higher education. However, some of the problems cited here are particular to the Dominican student population. What follows is a list of those problems we have considered most pressing, as well as a list of recommendations to respond to said problems.

Problem 1: There is evidence that between 1980 and 2000 the percentage of U.S.-born Dominicans of 25 years of age and older who have completed high school has actually declined significantly (from 33.3% to 21.3%). On the other hand, among immigrant Dominicans of the same age group, the percentage of high school graduates only increased slightly while still remaining considerably low altogether: 16.2% in 1980 and 18.9% in 2000.

Recommendations:

- **The New York City Department of Education** should set up, fund, and activate specific, measurable, strategies to increase diploma completion at the high school level among U.S. Dominicans. Since educators with actual experience in serving Dominican high-school students carry a wealth of knowledge about the peculiar challenges faced by this group, they should be consulted in the construction and launching of these strategies.
- **The City University of New York** should increase and expand CUNY-sponsored pre-college programs to which New York City's Dominican high school students may have fair and effective access. This could be achieved by targeting high schools with high concentrations of Dominican students. In this regard The City College of New York's collaboration with Gregorio Luperón High School in Upper Manhattan, both via campus-based advanced college-credit courses as well as via Gregorio Luperón High School's Saturday Program at The City College-CUNY represents a successful example/experience to be examined, assessed and replicated. Through these programs CUNY will concretely provide a stepping-stone to Dominican students by encouraging them to complete their high school education and pursue college.
- **The Department of Education** should establish/improve mechanisms to effectively brief Dominican high school students and parents about: 1) the cost of financing a college education, and 2) the economic benefits associated with baccalaureate attainment.
- **Community-Based Organizations** should receive funding to provide awareness and orientation about college for students and parents. The orientation should include

information regarding financial aid, loans, scholarships, and other forms of paying for a college education.

Problem 2: Dominican students in CUNY have by far the lowest household incomes when compared to other groups. In 2002 almost 1 in 4 Dominican students lived in a family with a bellow \$10,000 per year income. Economic distress at home forces many Dominican students to seek employment while attending school. In 2000, almost 1 in 2 Dominican attending CUNY worked 20 hour or more per week.

At a salary rate of \$8.00 per hour, a student working this number of hours would be earning an average of \$640 per month. Yet, current allocation to Dominican students through the *Federal Work-Study Program* oscillate between \$700 and \$900 per year, one fifth of what a student would earn by working 20 hours per week outside during the entire year. The incentive for a CUNY student in need to resort to work outside CUNY, instead of using the federal work-study option, therefore, is considerable.

It is likely that traveling to and from work impacts on the amount of time students devote to study and prepare for their classes. Working outside school also puts restrictions on their class schedule and the amount of time they take to complete a four-year degree. Since they have to juggle both work and school, and due to their financial constrains, it is likely that they will put work before college.

Recommendations:

- **The Federal Government** should increase the amount of work-study dollars devoted to undergraduate-level students in CUNY. *This can only be achieved by a deliberate political effort on the part of elected officials.*

- **The City University of New York** should sponsor/create an Aid Internship Award Program (AIAP) that is financed by independent donors, employer gifts, and the City University of New York's Financial Aid Office. The IAIP will support students who qualify for financial aid and will allow students to take their award to university research institutions and community-based organizations that are conducting research in the area of Dominican/Latino studies or are providing services to the Dominican/Latino community.

Problem 3: Only 10% of Dominican CUNY students are enrolled in graduate programs. This means that as many as 90% of those who enter may not be moving up as to reach this level of education that is fundamental to access the best paid sectors of the job market.

Recommendations:

- **Private foundations** like the Ford Foundation, the Rockefeller Foundation, the Mellon Foundation, etc., should expand the scope of the groups they consider minorities so Dominican students can qualify to apply for their fellowship and scholarship programs.

▪**The City University of New York** should inform undergraduate students via mail the kinds of scholarships and grants CUNY has available for students to pursue graduate studies at CUNY. Such information should be mailed to students during their sophomore and senior years.²

Due to the current definition of “minority”, foundations such as the ones mentioned above, exclude Dominican students (whether they are born in the United States, foreign-born and naturalized as U.S. citizens, or immigrants). Since Dominicans have not received the minority status from the federal government, they cannot apply for scholarships that specifically target minority students. As of now the only minority groups acknowledged as such by the federal government are Mexicans, Puerto Ricans, Cubans, Native Americans, and African Americans. *Elected officials* in particular should work to secure federal-minority status to Dominican-Americans, and others who may be excluded, so they can qualify to apply for these scholarships.

Problem 4: High percentages of Dominican CUNY students are currently majoring in fields that *are not* among those that are expected to generate the most jobs and employ the largest number of workers in the U.S. within the next decade. This is the case of Dominican students in fields like ‘Business and Commerce’ at the Associate Program level, and in ‘Business Management’ and ‘Social Sciences’ at the Bachelor Program level.

Recommendations:

▪**The City University of New York** must urgently expand its efforts to ensure the awareness among CUNY Dominican undergraduates, since their very first year in college, about the current areas of job-growth in the U.S. economy, and about the specific programs currently offered by CUNY that lead towards degrees in those areas of specialization.

Problem 5: Despite that it has long been admitted that large student constituencies, of a specific ethnic/racial background in a given educational system, benefit from the exposure and access to individuals of similar ethnic/racial backgrounds in teaching and administration positions, an extremely small number of professionals of Dominican background has been so far identified and recruited by CUNY for either teaching or administrative positions.

Recommendations:

▪**The City University of New York** should immediately set up an on-going, effective initiative to identify, communicate with, and recruit Dominican-American professionals from within the U.S. Dominican-American communities into CUNY’s teaching and administrative positions, who could act as effective role models. They could also contribute with their capacity and knowledge as effective specialists in the area of Dominican Studies as well as in their primary field of specialization.

² . At the CUNY-Dominican Studies Institute we have realized that many Dominican students who have graduated from CUNY are not aware of existing CUNY graduate scholarship programs.

Problem 6: Despite the recent creation, for the first time, of a new CUNY Baccalaureate in Arts in Dominican Studies, very few courses on Dominican issues are being offered within the said B.A. Program.

Recommendations:

▪**The City University of New York** should immediately launch an initiative to expand, restructure, and diversify the courses being offered throughout CUNY campuses as part of the CUNY B.A. in Dominican Studies. This will allow the CUNY Dominican B.A. to develop to its fullest capacity and reach the quality of other existing CUNY Area Studies Programs devoted to the study of particular peoples/societies. It will also provide students with a solid, cutting-edge academic offering that will enhance their qualifications and skills whether for pursuing graduate studies or entering into the labor market.

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