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Patterns and Trends of College and University Student Migration in the United States


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Patterns and Trends of College and University Student Migration in The United States

*By Thomas E. Steahr and Robert A. Lowe
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PATTERNS AND TRENDS OF COLLEGE AND
UNIVERSITY STUDENT MIGRATION IN
THE UNITED STATES

by

Thomas E. Steahr and Robert A. Lowe*

CHAPTER I

INTRODUCTION

Interstate migration of college and university students in the United States is becoming an increasingly important factor in the planning process for institutions of higher education. Recent research shows that the volume of student migration reached 1,104,632 in 1968, the largest number of students attending schools outside their home state since national data were collected in 1938 (Steahr, T. E. and Schmid, C., 1972, page 445). In 1968, the largest number of interstate migrants, 678,877, attended privately controlled institutions outside their home state. The importance of this volume of interstate migration to publicly controlled colleges and universities was recently recognized by the United States Supreme Court in their consideration of a case involving differential tuition and fee charges to resident and nonresident students (Vlandis vs. Kline, The United States Law Week, Vol. 41, pp. 4796-4804). The Court upheld the position that nonresident students could establish residency in the state where they were attending a public college or university and thereby be eligible for the lower costs to resident students. This decision may have the

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long term effect of facilitating college student movement to institutions of higher education in other states.

Patterns and trends of student migration have been studied in a national level (Gossman, C., et.al., 1968) and for a single state (Gossman, C., et.al., 1967) but these studies were based on 1963 data. The data for 1968, the most recent information available, will be the subject of this report. The basic data were collected in the fall of 1968 by the United States Office of Education in cooperation with the American Association of Collegiate Registrars and Admissions Officers. Of the 2,495 collegiate institutions in the fall of 1968, 50 institutions failed to respond to the survey. Based on Office of Education estimates these 50 institutions had an aggregate enrollment of 118,314 or 1.76 percent of the total enrollment in the survey universe. Because these institutions were relatively small, the aggregated data for the entire nation were not seriously distorted. A detailed discussion of the survey procedures and comparability with previous surveys may be found in Wade, George H., Residence and Migration of College Students: Basic State-to-State Matrix Tables, Fall 1968, National Center for educational statistics, U. S. Department of Health, Education and Welfare, Office of Education, National Center for Educational Statistics.

Migrant status was determined by the Office of Education on the basis of the student's home state as compared to the state in which he was attending school. In the 1968 survey the criterion of home state is the state of legal residence as defined by the reporting institution. If the student's home state is different from the state in which he is attending school he is classified as a migrant. There are differences in determining home states, depending on the type of records available, state laws, and institutional policies. Accordingly, some of the

differences in the amount and characteristics of migration may be attributed to variations in determining residential status although these differences do not appear to be substantial.

As a consequence of program improvements, organizational changes and institutional expansion, the classification of specific institution included in the surveys have shown some variation over the past years. The major categories have remained unchanged: Universities, liberal arts colleges, teachers' colleges, technical schools, theological schools, schools of art, junior or community colleges and other independently organized professional schools. Thus all institutions of higher education in the United States whose programs of work are wholly or principally creditable toward a bachelor's or higher degree are included in the present study. For this analysis, publicly controlled institutions are those under Federal, State or local government control and privately controlled institutions are those not under such control, i.e., they may be independent, nonprofit, or affiliated with a religious group.

Excluded from the present analysis are technical institutes and semi-professional schools whose programs are designed to prepare students for immediate employment or to provide general education not chiefly creditable for the baccalaureate degree. In addition, the following categories of students have been omitted from the study: students reported as residents of foreign countries, students reported as residents of outlying areas of the United States and student residents of the United States attending United States service schools or institutions in outlying areas of the United States.

In view of these exclusions, this analysis will cover interstate migration patterns of students who are residents of the United States and are attending indigenous institutions of higher education. A

"student" as defined by the Office of Education is a person enrolled at a main or branch campus in work principally creditable toward a bachelor's or higher degree. He may be a regular student or a "special and unclassified" student. He may be attending full or part time and enroll in a day, evening, or Saturday class session.

This report will consider the following categories of migration in some detail: 1) migration of all students in public and private institutions of higher education, 2) migration of graduate students in public institutions of higher education, 3) migration of undergraduate students in public institutions of higher education, 4) migration of graduate students in private institutions of higher education, 5) migration of undergraduate students in private institutions of higher education, and 6) migration of first-professional students in public and private institutions of higher education.

In the 1968 survey, the Office of Education defined as an undergraduate a full or part-time student who has not completed a full 4-year program or its equivalent and also those students in 5-year bachelor's degree programs. Thus, students were included whose work is wholly or principally creditable toward a bachelor's degree. Graduate students included students beyond the bachelor's degree in liberal arts and sciences whose work leads to a master's degree and students beyond the first professional degree. First professional students were defined as students enrolled in a professional school or program which requires at least two or more academic years of previous college work for entrance and which requires a total of at least six academic years of college work for a degree (M.D., D.D.S., L.L.B., B.D., and other professional degrees).

Data discussed in each of these sections will be organized as follows: the 1968 data are presented graphically for outmigration

showing, for each state, the outmigration rate and the number of outmigrants. The outmigration rate is the number of students who migrate from a given state to attend school in another state divided by the total number of students attending school from that state (both outmigrants and nonmovers). The denominator is the size of the risk population, the number of students subject to the risk of outmigrating. The numerator is the number who actually migrate. Immigration by state for 1968 is also shown graphically in terms of an immigration ratio and the volume of immigration. The immigration ratio is simply the ratio of nonresident students attending school in a particular state to total students enrolled in that state, expressed as a percentage.

In addition to the 1968 migration patterns, each of the analytic categories will be discussed in terms of comparisons to 1963 data on state-specific net migration. Net migration for each state is simply the difference between the volume of in and outmigration. The source of the 1963 student migration data was the United States Office of Education and a discussion of this survey may be found in Rice, M. and P. L. Mason, Residence and Migration of College Students, Fall 1963, Office of Education, Department of Health, Education, and Welfare, OE-54033-63. While there are some differences between the two surveys, the Office of Education has provided highly comparable data sets for both time periods.

CHAPTER II

MIGRATION OF ALL STUDENTS IN PUBLIC AND PRIVATE INSTITUTIONS OF HIGHER EDUCATION

Introduction

In terms of volume of total college and university student outmigration, states located along the seacoasts of the nation reported the largest numbers of students leaving their home states. This was the general pattern along the eastern coast with New York, New Jersey, Connecticut, Pennsylvania and Virginia reporting large numbers of student outmigrants. Along the southern coastline, the states of Florida, Alabama, and Texas reported relatively large volumes of outmigrants. In the western states, California and Washington had the most students leaving their home states.

This general pattern of outmigration of all students attending either public or private institutions may be expected in that the most populous states in the nation will tend to have a large volume of migration. When the data are converted to outmigration rates, the national pattern changes somewhat. Noticeably, the larger states of California, Texas and New York exhibit low outmigration rates. The states of Connecticut, New Jersey, and Virginia revealed relatively high rates of outmigration in support of their high volume of student movement. A few states throughout the mid-west section of the country also show relatively high rates of outmigration, although the volume of students is not substantial; Nevada, Idaho, Wyoming, Iowa, and Illinois.

In terms of the volume of total student immigration throughout the nation, a major pattern is one where states receiving large numbers of students are generally located east of the Mississippi River, with the

major exception of California. The states of Pennsylvania, New York, Massachusetts, Ohio, and Indiana recorded large volumes of student immigrants. The national pattern of immigration ratios is similar except that a few states west of the Mississippi River also exhibit high ratios although the number of students is relatively small; Utah, Idaho, Colorado, Nebraska, and South Dakota are examples.

Outmigration

It may be seen in Figure 1, outmigration of all students to all institutions, that states having the largest numbers of outmigrants are generally states with large populations located in the Great Lakes and mid-east regions. New York (134,583) has the largest number of outmigrants. New Jersey (115,535) ranks second, followed by Illinois (79,783), Pennsylvania (75,674), and Ohio (49,625). California (45,468) follows Ohio in rank and is the only western state to be found among those states ranking high in the number of outmigrants. States having the fewest number of outmigrants include Alaska (2,254), Utah (2,977), Nevada (3,293), Wyoming (3,374), and Vermont (3,843).

Outmigration rates for all students in public and private institutions in 1968 are also presented in Figure 1. Alaska (48.7), with very close to one-half of its resident students enrolled in institutions outside the state, ranks first. Eastern seaboard states comprise the highest ranks after Alaska. New Jersey (47.1) ranks second, followed by Delaware (43.4), New Hampshire (41.2), and District of Columbia (40.5). A few states in the mid-western section of the nation, Nevada (30.2), Idaho (27.1), Wyoming (26.1), Iowa (24.3), and Illinois (20.9), also recorded relatively high outmigration rates. States having the lowest rates of outmigration include California (5.7), Texas (6.2), Utah (6.5), Michigan (7.6), Louisiana (8.2), and Oklahoma (9.9).

OUTMIGRATION : ALL STUDENTS ALL INSTITUTIONS 1968

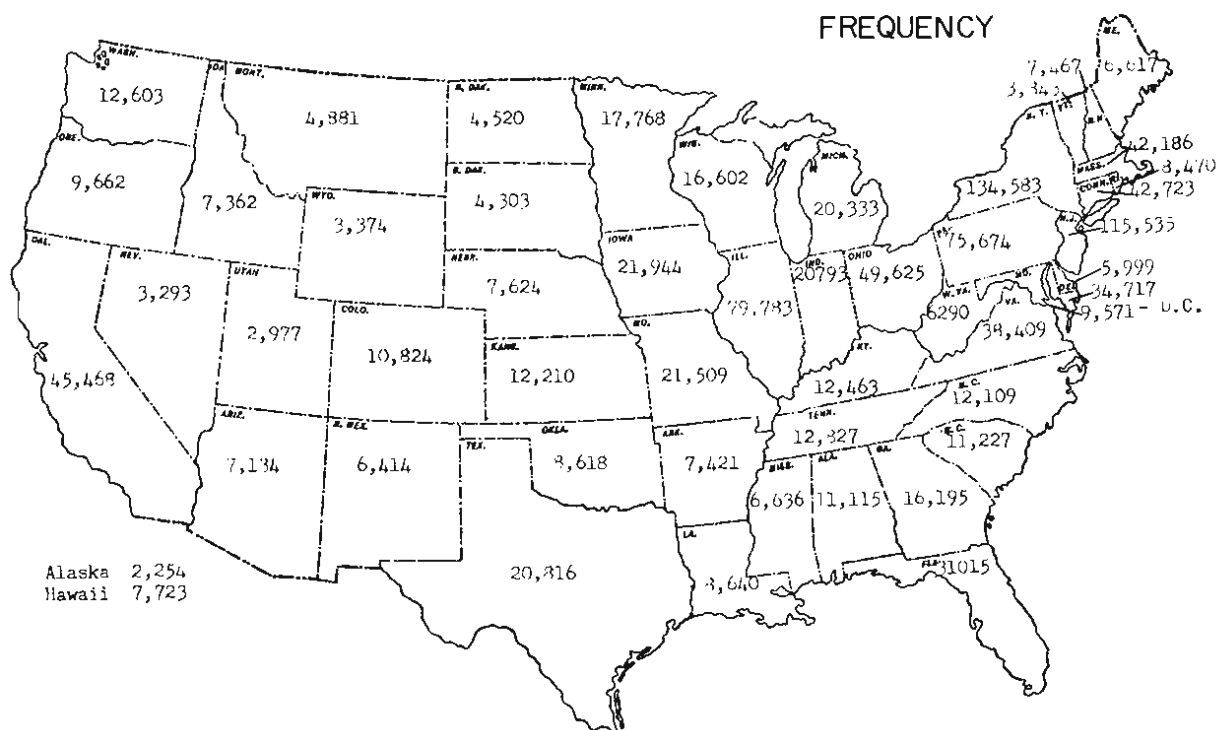
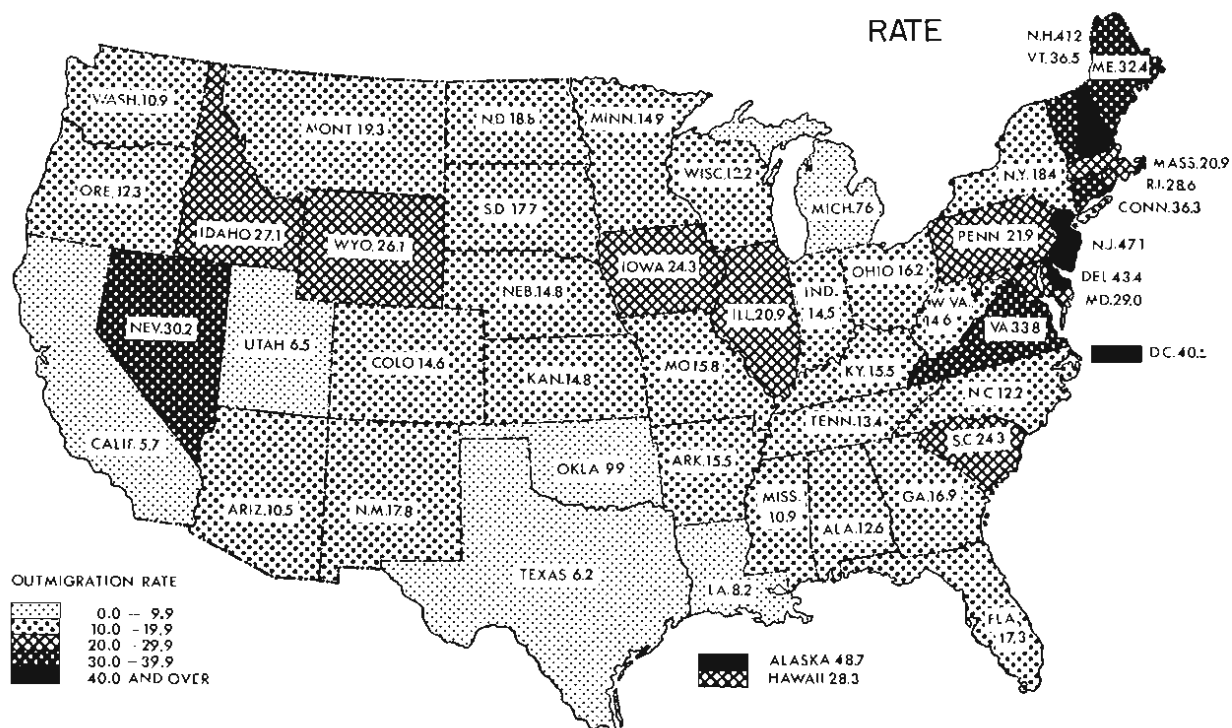


FIGURE 1

Immigration

Immigration ratios, as well as the immigration frequencies, are shown in Figure 2. States having the largest numbers of immigrants are concentrated almost exclusively in the mid-east and Great Lakes regions of the country. The state ranking first in the number of immigrants, however, is Massachusetts (73,389). While Massachusetts is in the New England region, the states ranked second through sixth are in the mid-east or Great Lakes region. New York (68,463) ranks second, followed by Pennsylvania (60,787), Ohio (56,710), Indiana (44,168), and District of Columbia (43,327). States having the fewest number of immigrants include Alaska (556), Nevada (1,571), Wyoming (2,410), North Dakota (3,314), Montana (3,350), and Hawaii (3,626).

Nonresident students account for over one-half of the total enrollment in the District of Columbia (75.5), Vermont (59.4), and New Hampshire (52.5). Other states with relatively high immigration ratios are also located in the northeast. These include Rhode Island (35.2), Maine (34.4), and Massachusetts (31.5). Only one state with a ratio greater than 30.0 is not located in the northeast; this state is Utah (30.3). There are several states located in the mid-western section of the nation reporting immigration ratios between 20.0 and 29.9; examples are Colorado (29.7), Nebraska (24.1), Iowa (27.8), and Tennessee (27.4). States having the lowest immigration ratios include California (5.3) and Texas (8.6), although these ratios are based on large numbers of students.

Net Migration

Table 1 shows a ranking of states in terms of the net migration of all students in public and private institutions for both 1968 and 1963. With only two exceptions, those states ranked in the top ten in 1968

IMMIGRATION: ALL STUDENTS ALL INSTITUTIONS 1968

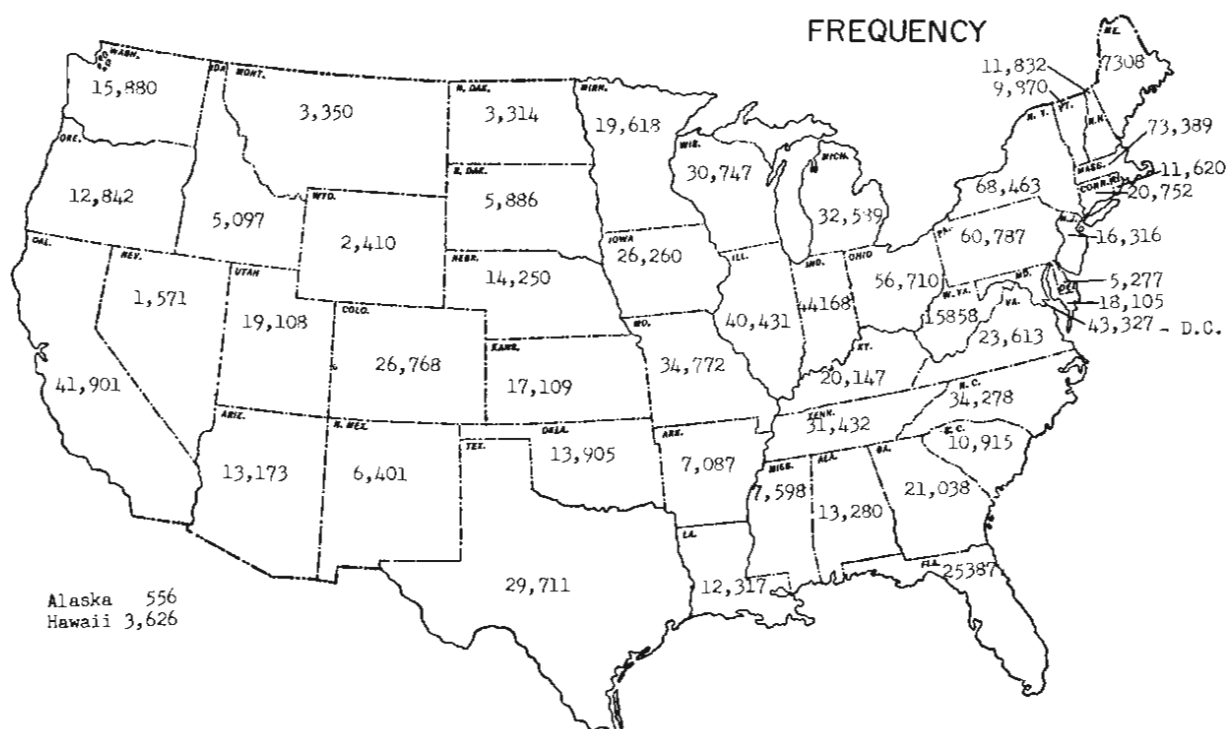
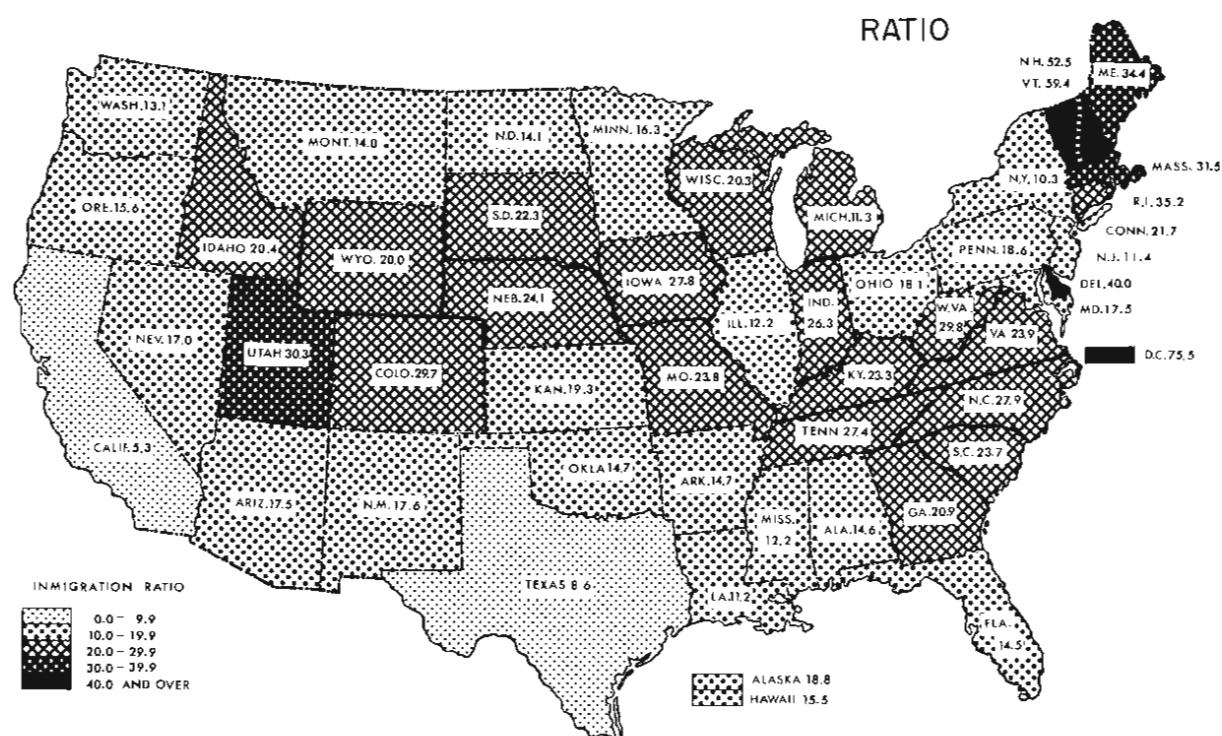


FIGURE 2

were also in the top ten in 1963, though the exact ordering was slightly different. As in 1963, the District of Columbia (33,756) has the largest net migration in 1968. Second in rank, both in 1963 and 1968, is Massachusetts (31,203). Indiana (23,375) and North Carolina (22,169) are ranked third and fourth respectively for both 1968 and 1963. Tennessee (18,605) changed in rank from sixth in 1963 to fifth in 1968. Only Wisconsin (14,145), and Michigan (12,256) are ranked among the states with the ten largest net migrations in 1968 but were not among the states having the largest net migration in 1963; Wisconsin and Michigan were ranked twelfth and fourteenth respectively in 1963. Ohio (7,085), ranked ninth in 1963, dropped to fourteenth in 1968 while Iowa (4,316), ranked tenth in 1963, dropped to twenty-second in 1968. States showing by far the largest net student losses for 1968 are New Jersey (-99,210) and New York (-66,120). Among the states having the ten largest negative net migration, there was also little change in rank between 1968 and 1963; only two states ranked among the ten having the largest negative net migration in 1968 were not among these same ten in 1963, i.e., California and Pennsylvania.

TABLE I: NET MIGRATION OF ALL STUDENTS PUBLIC AND PRIVATE INSTITUTIONS BY STATE: 1963 AND 1968

State	1968 Net Migration	Rank	1963 Net Migration	Rank	State	1968 Net Migration	Rank	1963 Net Migration	Rank
District of Columbia	33,756	1	27,732	1	Rhode Island	3,150	26	2,285	22
Massachusetts	31,203	2	22,292	2	Alabama	2,165	27	-927	35
Indiana	23,375	3	18,106	3	Minnesota	1,850	28	1,173	28
North Carolina	22,169	4	13,615	4	South Dakota	1,583	29	190	33
Tennessee	18,605	5	10,167	6	Mississippi	962	30	1,297	27
Utah	16,131	6	10,718	5	Maine	691	31	321	32
Colorado	15,944	7	7,641	8	New Mexico	-13	32	354	31
Wisconsin	14,145	8	4,781	12	South Carolina	-312	33	2,015	25
Missouri	13,263	9	9,292	7	Arkansas	-334	34	-1,273	37
Michigan	12,256	10	4,201	14	Delaware	-722	35	-1,598	41
West Virginia	9,568	11	2,787	19	Wyoming	-964	36	-896	34
Texas	8,895	12	3,450	16	North Dakota	-1,206	37	-1,394	38
Kentucky	7,684	13	4,247	13	Montana	-1,531	38	-1,790	42
Ohio	7,085	14	6,525	9	Alaska	-1,698	39	-1,434	39
Nebraska	6,626	15	3,495	15	Nevada	-1,722	40	-1,544	40
Arizona	6,039	16	3,350	17	Idaho	-2,265	41	-2,941	43
Vermont	6,027	17	4,782	11	California	-3,567	42	2,338	21
Oklahoma	5,287	18	2,592	20	Hawaii	-4,097	43	-3,803	44
Kansas	4,899	19	1,676	26	Florida	-5,628	44	-9,498	45
Georgia	4,843	20	567	29	Virginia	-14,796	45	-10,080	46
New Hampshire	4,365	21	2,944	18	Pennsylvania	-14,887	46	-960	36
Iowa	4,316	22	5,557	10	Maryland	-16,612	47	-10,408	47
Louisiana	3,677	23	2,123	24	Connecticut	-21,971	48	-13,679	48
Washington	3,277	24	451	30	Illinois	-39,352	49	-24,596	49
Oregon	3,180	25	2,271	23	New York	-66,120	50	-41,679	50
					New Jersey	-99,219	51	-56,835	51

CHAPTER III

MIGRATION OF GRADUATE STUDENTS IN PUBLIC INSTITUTIONS OF HIGHER EDUCATION

Introduction

National patterns of the frequency of graduate students leaving their home state to attend publicly controlled colleges and universities in other states reveal that the states of California, New York, New Jersey, Pennsylvania, and Illinois had the largest volume of outmigration. This pattern may be expected since these states tend to have the largest graduate student populations exposed to the risk of outmigration. This point is further supported when outmigration rates are examined. States with the highest rates were Idaho, Wyoming, North Dakota, South Dakota, Alaska, Vermont, and the District of Columbia. In all of these states, the number of graduate student outmigrants was less than one thousand. The states of California, New York, and Pennsylvania had relatively low rates of outmigration although the number of graduate students attending public institutions in other states was very large.

Patterns of graduate student immigration exhibit the similar tendency for states receiving large numbers of graduate students not to be the states with high immigration ratios. Thus, California, Michigan, Indiana, and Wisconsin were among states with a large volume of graduate student immigration to their public colleges and universities but were also among the states with relatively low immigration ratios. Conversely, some states with relatively small numbers of graduate student immigrants exhibited high immigration ratios, examples of which are Washington, Wyoming, Iowa, New Hampshire, and Delaware.

Outmigration

Outmigration frequencies for all states can be found in Figure 3.

OUTMIGRATION: GRADUATE STUDENTS PUBLIC INSTITUTIONS 1968

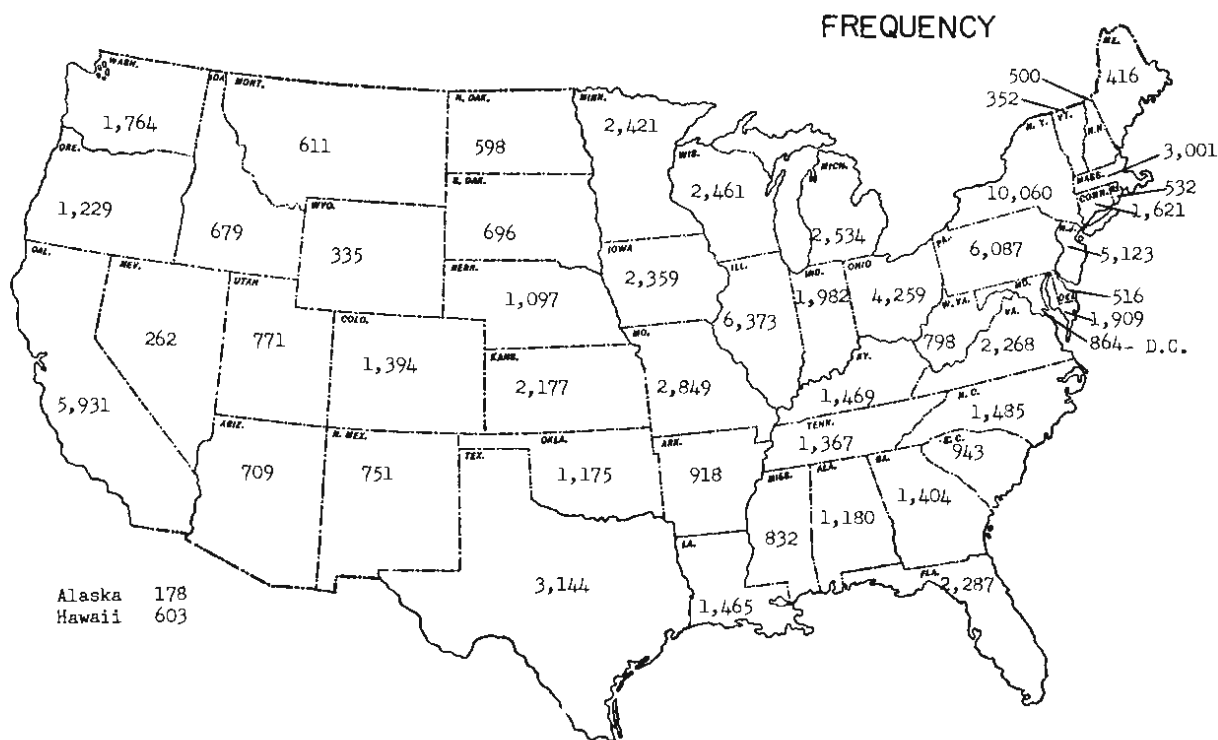
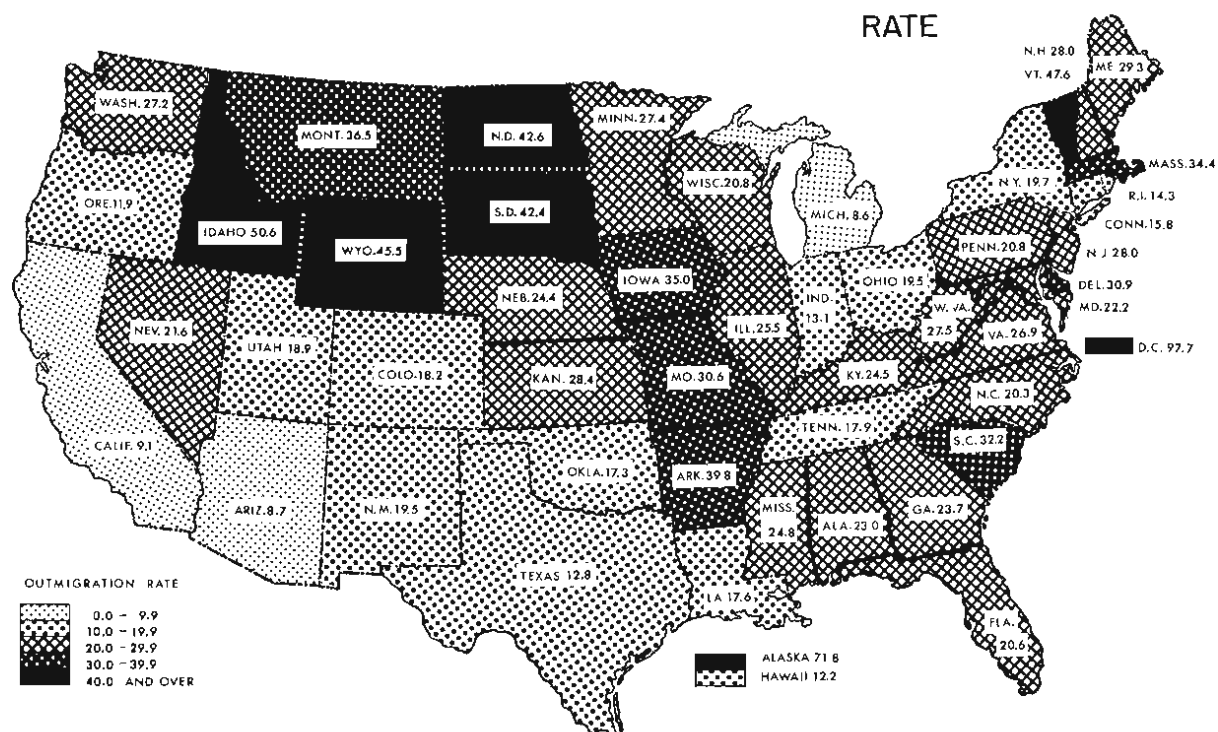


FIGURE 3

Ranking highest in the number of outmigrant graduate students attending public institutions is the state of New York; a total of 10,060 students were outmigrants to other states. Other states reporting an outmigration of more than 3,000 include Illinois (6,373), Pennsylvania (6,087), California (5,931), New Jersey (5,123), Ohio (4,259), Texas (3,144), and Massachusetts (3,001). In contrast, states reporting the lowest number of outmigrants include Alaska (178), Nevada (262), and Wyoming (335).

Examination of outmigration rates (Figure 3) reveals that those states reporting the highest outmigration frequencies have relatively low outmigration rates. For example, while New York has the largest number of outmigrants, its outmigrant rate is only (19.7). Likewise, Illinois's outmigration rate is (25.5), Pennsylvania's rate is (20.8), and California's rate is (9.1). States with the highest outmigration rates include District of Columbia (97.7), Alaska (71.8), Idaho (50.6), Vermont (47.6), Wyoming (45.5), North Dakota (52.6), and South Dakota (42.4); all of these states have frequencies of less than 1,000. The state with the lowest outmigration rate is Michigan (8.6). Arizona has an outmigration rate of 8.7, while California, as already mentioned, has a rate of 9.1; other states with extremely low rates include Oregon (11.9), Hawaii (12.2), Texas (12.8), Indiana (13.1), and Rhode Island (14.3).

Inmigration

States reporting the largest numbers of graduate immigrants in public institutions are located in the Great Lakes region, with one exception, as shown in Figure 4. California clearly has the largest number of immigrants, 7,246. However, states ranking second through seventh are all in the Great Lakes area; these include Indiana (6,657),

INMIGRATION: GRADUATE STUDENTS PUBLIC INSTITUTIONS 1968

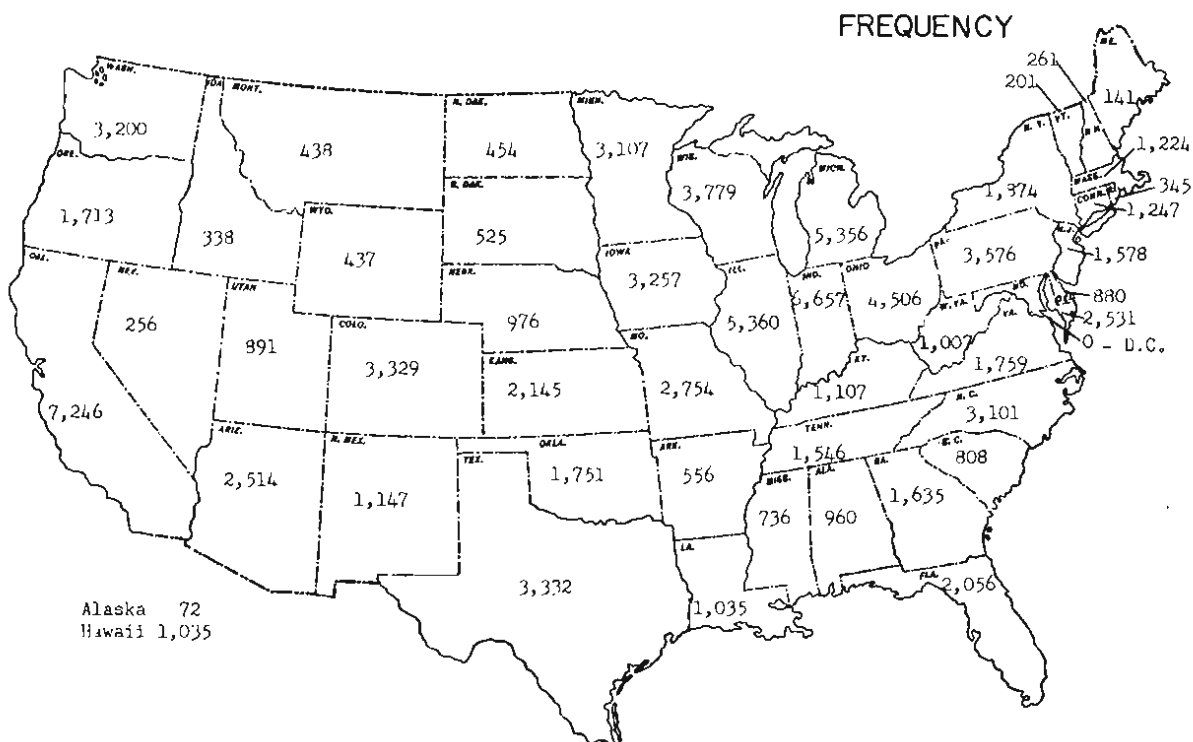
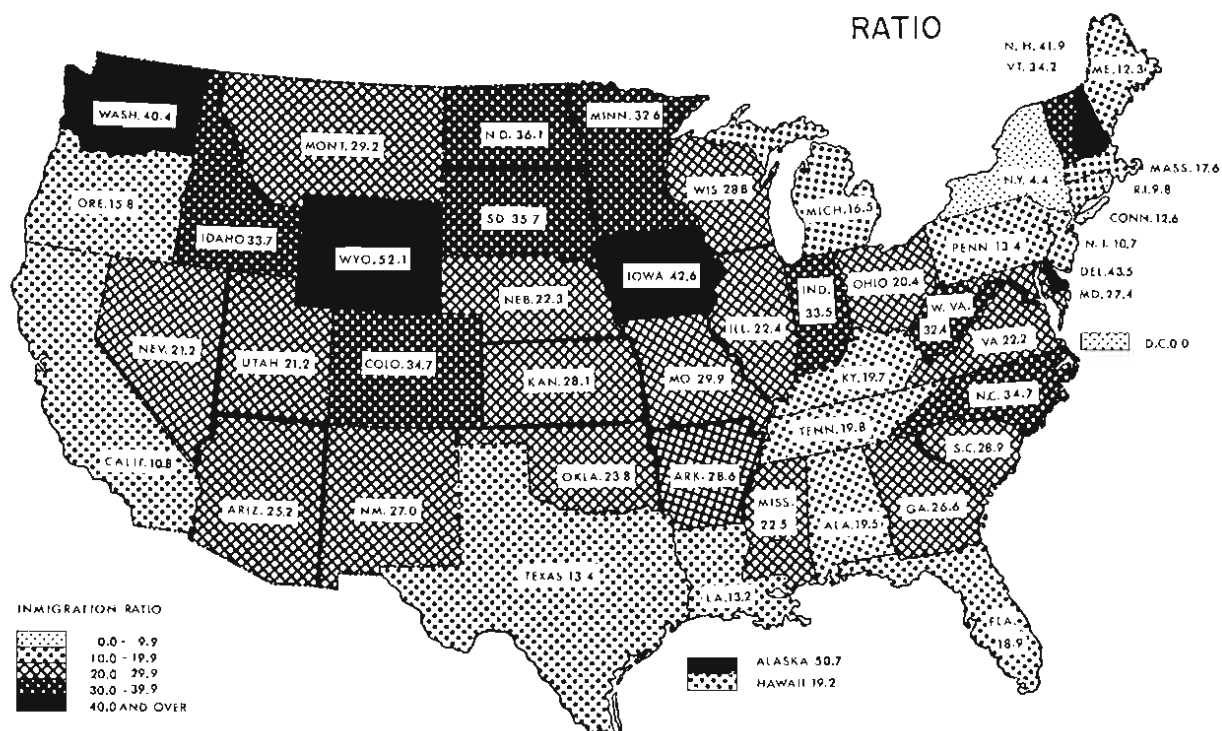


FIGURE 4

Illinois (5,360), Michigan (5,356), Ohio (4,506), Wisconsin (3,779), and Pennsylvania (3,576). States having the fewest number of immigrants include District of Columbia (0), Alaska (72), Maine (141), Vermont (201), Nevada (256), and New Hampshire (261).

Wyoming has the highest immigration rate, 52.1, as shown in Figure 4. Other states with high rates include Alaska (50.7), Delaware (43.5), Iowa (42.6), New Hampshire (41.9), and Washington (40.4). States having the lowest rates are District of Columbia (0.0), New York (4.4), New Jersey (10.7), and California (10.8). Indiana, which had the second largest frequency, also has a relatively high rate of 33.5, which ranks thirteenth in the country.

Net Migration

Table III shows a ranking of states for both 1968 and 1963 in terms of net migration of graduate students in public institutions. In 1968, of the fifty-one states ranked in the table, only twenty-three had positive net migrations, while twenty-eight had negative net migrations. Of those states ranked among the top ten in 1968, all were ranked in the top ten in 1963 though, with the exception of the top-ranked state, the ordering of the top ten is completely different.

As in 1963, Indiana has the largest positive net migration of graduate students in public institutions in 1968 with 4,675. Second in rank is Michigan (2,822), followed by Colorado (1,935), Arizona (1,805), and North Carolina (1,616). States with the largest negative net migrations, and therefore ranked the lowest, include New York (-8,186), New Jersey (-3,545), Pennsylvania (-2,511), Massachusetts (-1,777), and Illinois (-1,013).

A few states reported significant changes in their net migration of graduate students attending public institutions from 1963 to 1968. Florida reported 2,287 graduate students left the state to attend public

TABLE II: NET MIGRATION OF GRADUATE STUDENTS PUBLIC INSTITUTIONS BY STATE: 1963 AND 1968

State	1968		1963		State	1968		1963	
	Net Migration	Rank	Net Migration	Rank		Net Migration	Rank	Net Migration	Rank
Indiana	4,675	1	3,305	1	Missouri	-95	26	-595	45
Michigan	2,822	2	1,309	3	Mississippi	-96	27	-259	38
Colorado	1,935	3	746	9	Alaska	-106	28	-130	29
Arizona	1,805	4	923	6	Nebraska	-121	29	-65	26
North Carolina	1,616	5	911	7	South Carolina	-135	30	-199	33
Washington	1,436	6	810	8	North Dakota	-144	31	-147	30
Wisconsin	1,318	7	734	10	Vermont	-151	32	-77	27
California	1,315	8	2,400	2	South Dakota	-171	33	-227	36.5
Iowa	898	9	1,244	4	Montana	-173	34	-227	36.5
Minnesota	686	10	943	5	Rhode Island	-187	35	-107	28
Maryland	622	11	397	14	Alabama	-220	36	37	23
Oklahoma	576	12	622	11	Florida	-231	37	400	13
Oregon	484	13	87	20	New Hampshire	-239	38	-36	24
Hawaii	432	14	140	16	Maine	-275	39	-208	34
New Mexico	396	15	569	12	Idaho	-341	40	-360	40
Delaware	364	16	360	15	Arkansas	-362	41.5	-219	35
Ohio	247	17	-164	31	Kentucky	-362	41.5	-569	44
Georgia	231	18	-272	39	Connecticut	-374	43	-417	42
West Virginia	209	19	42	22	Louisiana	-430	44	-166	32
Texas	188	20	-1,046	48	Virginia	-509	45	-378	41
Tennessee	179	21	128	17	District of Columbia	-864	46	-443	43
Utah	120	22	90	19	Illinois	-1,013	47	-641	46
Wyoming	102	23	68	21	Massachusetts	-1,777	48	-1,016	47
Nevada	-6	24	-40	25	Pennsylvania	-2,511	49	-2,493	50
Kansas	-32	25	100	18	New Jersey	-3,545	50	-1,096	49
					New York	-8,186	51	-4,768	51

colleges and universities elsewhere while only 2,056 graduate students came to Florida to attend public institutions which resulted in a net migration loss of 231 graduate students in 1968. This placed Florida 39th in rank in 1968 as compared to its 13th place ranking in 1963 when it reported a net gain of 400 graduate students. California exhibited a significant change from its 2nd place ranking in 1963 with a net gain of 2,400 students to a ranking of 8th place in 1968 with a net gain of only 1,315 students. Texas reported a change from its 1963 ranking of 48th place with a net loss of 1,046 graduate students to a 20th place ranking in 1968 with a net gain of 188 students. These patterns indicate major changes in migration streams for graduate students in public institutions can and do occur within a short interval of five years. Tuition costs, financial support for graduate education, and other administrative policy changes are likely factors responsible for migration shifts.

CHAPTER IV

MIGRATION OF UNDERGRADUATE STUDENTS IN PUBLIC INSTITUTIONS OF HIGHER EDUCATION

Introduction

Outmigration of undergraduate students attending colleges and universities in other states in 1968 reveal large volumes from a relatively few states. New York, Pennsylvania, New Jersey, Illinois, Virginia, Ohio, Iowa, and California reported over 10,000 undergraduate student outmigrants. However, these large numbers represented low outmigration rates for California, New York, and Ohio. For Pennsylvania, New Jersey, Illinois, Virginia, and Iowa, the large volume of undergraduate outmigration also represented high rates. The most noteworthy national pattern for this category of students is the predominance of a low volume of outmigration and low rates of outmigration for most states. It may be said that most states educate their own undergraduate students in publicly controlled colleges and universities. This contrasts with the higher mobility patterns described previously for graduate students attending public institutions of higher education.

For those undergraduate students who do leave their home state, California, Colorado, Texas, and Ohio reported receiving large numbers of immigrant students. For California and Texas, this large volume represented a small ratio of immigrants to their total undergraduate enrollment in public colleges and universities. The major national pattern in 1968 was for states located throughout the mid-western section of the country to report relatively high immigration ratios. Vermont, Delaware, and West Virginia were the major exceptions.

Outmigration

It can be observed in Figure 5 that those states with the largest

number of undergraduate outmigrants in public institutions have large resident populations. The state of New York ranks first in outmigration, with 32,422. Illinois has the second largest number of outmigrants with 28,627, followed by New Jersey (26,389), Pennsylvania (23,360), and California (15,612). Those states with the lowest frequencies are Utah (723), Vermont (817), New Hampshire (1,098), Maine (1,237), and Montana (1,380).

The rates of outmigration which are also presented in Figure 5 are all relatively low. While Alaska has the highest rate of outmigration, with 42.4, only one other state has a ratio greater than thirty, with two additional states having ratios greater than twenty. The District of Columbia, with a rate of 36.8, ranks second, with New Jersey (28.5) ranking third and Iowa (20.3), fourth. Many states have rates of less than ten; those with the lowest rates include Utah (2.2), California (2.5), Michigan (2.6), and Texas (3.0).

Inmigration

The data in Figure 6 show that three of the six states with the largest number of immigrant undergraduates in public institutions are located in the Great Lakes area while the other three are west of the Mississippi. Ranking first is Ohio, with 20,138 immigrants. California with 15,305, has the second largest total of immigrants, followed by Wisconsin (14,095), Colorado (13,969), Michigan (13,754), and Texas (12,374). Those states with the lowest total of immigrants include the District of Columbia (58), Nevada (1,315), Rhode Island (1,774), Maine (1,782), and Wyoming (1,823).

The rates presented in Figure 6 show that all states are relatively low in their immigration ratios. Only Vermont has a rate greater than thirty, leading the states with 32.8. Five states have rates between twenty and thirty, including Delaware (27.7), New Hampshire (24.9),

OUTMIGRATION: UNDERGRADUATE STUDENTS PUBLIC INSTITUTIONS 1968

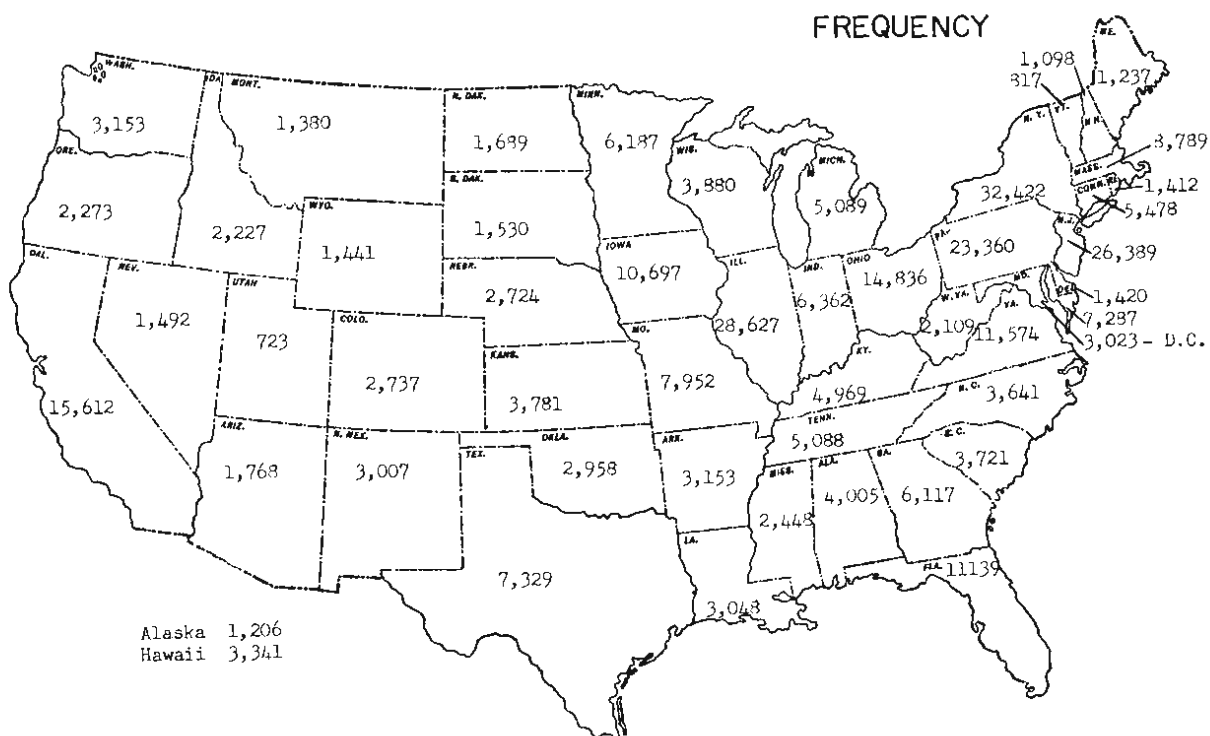
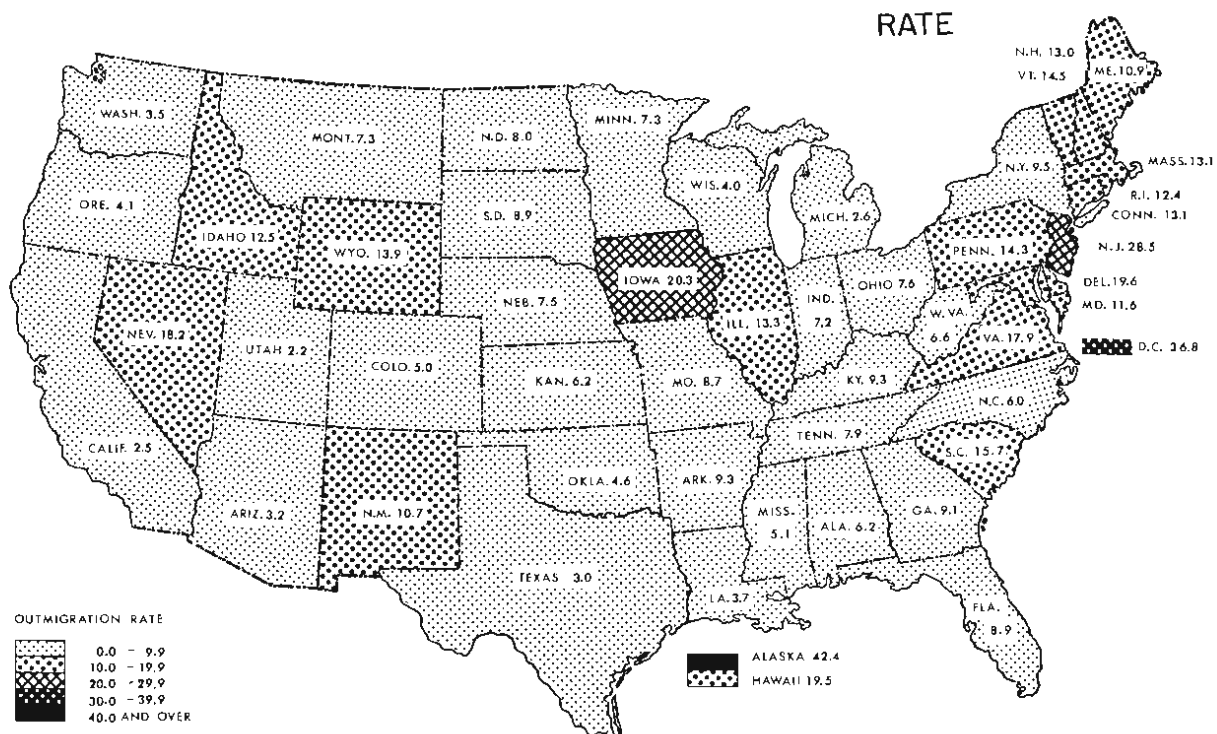


FIGURE 5

INMIGRATION: UNDERGRADUATE STUDENTS PUBLIC INSTITUTIONS 1968

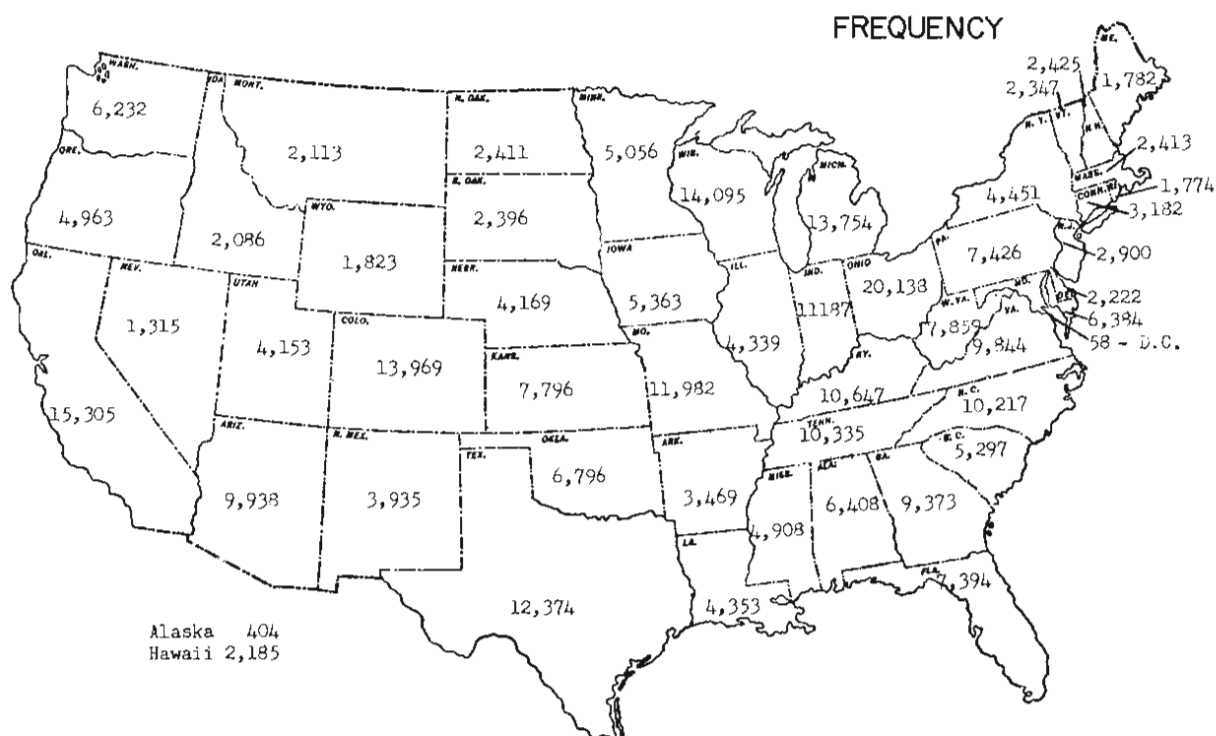
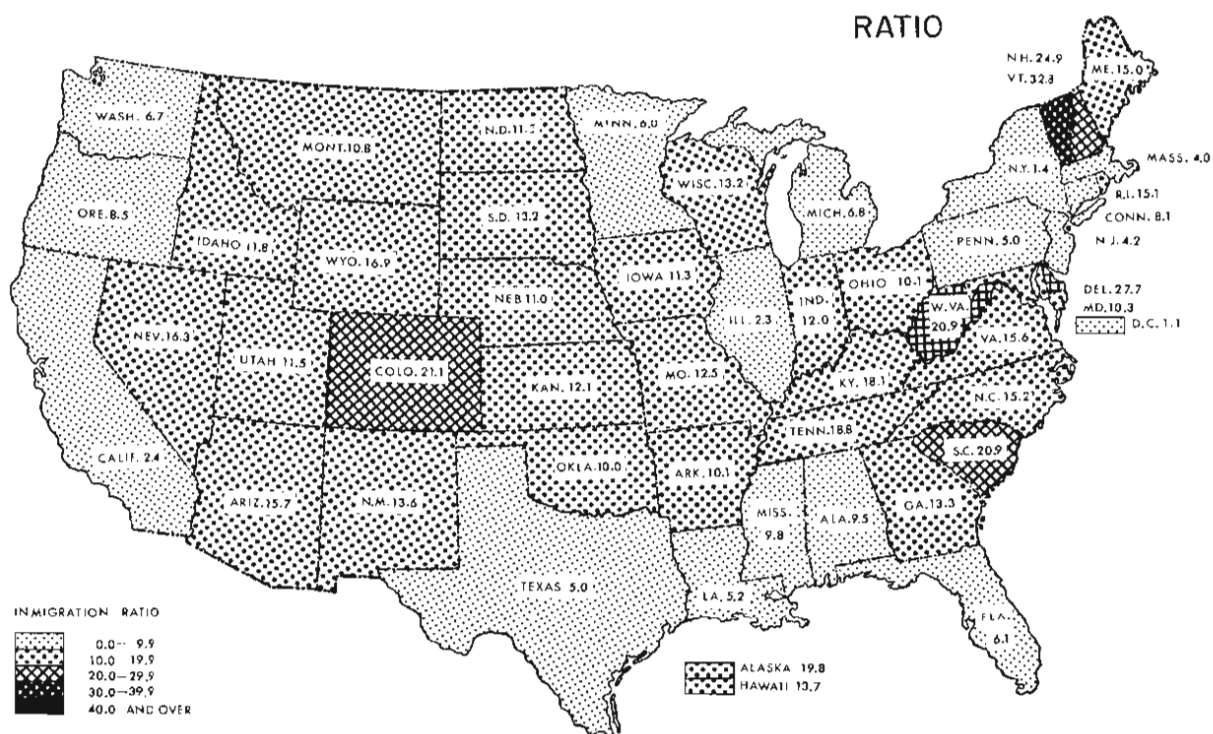


FIGURE 6

Colorado (21.1), and West Virginia and South Carolina, both with 20.9. Six states have rates equal to or lower than five. The place with the lowest rate is the District of Columbia (1.1). Other states with extremely low rates include New York (1.4), Illinois (2.3), California (2.4), Massachusetts (4.0), New Jersey (4.2), and Pennsylvania and Texas, both with 5.0.

Net Migration

A comparison of the ranking of states for 1968 and 1963 in Table III reveals that three of the ten states with the largest net migration of undergraduate students in public institutions in 1968 were not among the top ten in 1963. West Virginia, Tennessee, and Texas, ranked sixth, ninth and tenth respectively in 1968, were ranked fifteenth, twenty-first, and eleventh respectively in 1963. Colorado has the largest net migration in 1968, with 11,232; its rank in 1963 was second. Wisconsin ranks second in 1968, with 10,215, followed by Michigan (8,665), Arizona (8,170), and North Carolina (6,576). All of these five states with the largest net migrations in 1968 comprised the five states having the largest net migration in 1963; however, the ordering of the states is different.

Other significant shifts in net migration for states from 1963 to 1968 are noteworthy. Missouri moved from 31st ranking in 1963 to 12th rank in 1968 with a net migration gain of over 4,000 undergraduate students in public institutions. Georgia, Washington, and Alabama also reported significant increases in their net migration gains and moved up in the national rankings in 1968. California was the state that reported the largest decline in net migration. In 1963 California ranked 12th in the nation with 2,508 net migrant undergraduate students but by 1968 fell to 37th place with a net loss of -307 undergraduate students attending public colleges and universities.

TABLE III: NET MIGRATION OF UNDERGRADUATE STUDENTS PUBLIC INSTITUTIONS BY STATE: 1963 AND 1968

State	1968		1963		State	1968		1963	
	Net Migration	Rank	Net Migration	Rank		Net Migration	Rank	Net Migration	Rank
Colorado	11,232	1	6,278	2	New Mexico	928	26	1,649	19
Wisconsin	10,215	2	4,371	4	South Dakota	866	27	697	26
Michigan	8,665	3	7,040	1	Delaware	802	28	531	30
Arizona	8,170	4	5,351	3	Montana	733	29	565	28
North Carolina	6,576	5	3,471	5	North Dakota	722	30	826	26
West Virginia	5,750	6	2,381	15	Maine	545	31	538	29
Kentucky	5,678	7	2,980	8	Wyoming	382	32	336	32
Ohio	5,302	8	3,167	7	Rhode Island	362	33	275	33
Tennessee	5,247	9	1,453	21	Arkansas	316	34	42	35
Texas	5,045	10	2,524	11	Idaho	-141	35	-706	39
Indiana	4,825	11	3,238	6	Nevada	-177	36	-431	37
Missouri	4,030	12	377	31	California	-307	37	2,508	12.5
Kansas	4,015	13	2,480	14	Alaska	-802	38	-691	38
Oklahoma	3,838	14	2,819	10	Maryland	-903	39	-1,510	43
Utah	3,430	15	2,827	9	Minnesota	-1,131	40	-1,162	40
Georgia	3,256	16	985	23	Hawaii	-1,156	41	-1,357	42
Washington	3,079	17	848	24	Virginia	-1,730	42	-1,290	41
Oregon	2,690	18	2,044	16	Connecticut	-2,296	43	-2,055	44
Mississippi	2,460	19	2,508	12.5	District of Columbia	-2,965	44	32	36
Alabama	2,403	20	580	27	Florida	-3,745	45	-3,236	46
South Carolina	1,576	21	1,729	18	Iowa	-5,334	46	-2,536	45
Vermont	1,530	22	1,464	20	Massachusetts	-6,376	47	-4,831	47
Nebraska	1,445	23	1,878	17	Pennsylvania	-15,934	48	-7,983	48
New Hampshire	1,327	24	1,268	22	New Jersey	-23,489	49	-10,126	49
Louisiana	1,305	25	57	34	Illinois	-24,288	50	-14,485	50
					New York	-27,971	51	-19,718	51

CHAPTER V

MIGRATION OF GRADUATE STUDENTS IN
PRIVATE INSTITUTIONS OF HIGHER EDUCATION

Introduction

As noted previously, students attending privately controlled colleges and universities are the most mobile of any student category. They comprise the largest proportion of all college student interstate migration and exhibit the highest rates of movement. In terms of outmigration of graduate students to private institutions of higher education, California, New Jersey, New York, Maryland, and Pennsylvania reported the largest numbers of outmigrants in the nation. Outmigration rates for most states, with California being a notable exception, were very high. A few states have no privately controlled institutions of higher education, such as Montana and Wyoming, and all their graduate students who wish to attend a private school must leave their home state. This is not the case for most states, however, and many of them report very high rates of outmigration for graduate students to private schools in other states.

States receiving a large volume of graduate student immigrants are the District of Columbia, New York, and California. These are not the states with the highest immigration ratios however. There are three general areas in the nation where nonresident graduate students comprise a large proportion of the total graduate enrollment in private schools. First, the New England region contained Maine, New Hampshire, Massachusetts, and Rhode Island that reported immigration ratios of over 40. Secondly, there is the general area of the south-east region containing North Carolina, South Carolina, Kentucky, and Tennessee that also reported very high immigration ratios in their private institutions. Thirdly, the general area of the west central region containing Utah, Colorado,

and Arizona reported high immigration ratios. While the volume of graduate students immigration to many of these states is not large, the very high immigration ratios means that their private colleges and universities depend heavily upon out-of-state students for the enrollments they do have.

Outmigration

Figure 7 reveals that of those states with relatively large numbers of graduate student outmigrants to private institutions, only two are located west of the Mississippi River. The state with the largest number of outmigrants is New Jersey, with 9,408. Following closely is New York, with 8,601. Other states with large outmigration include Maryland (6,085), Virginia (4,971), Pennsylvania (4,663), California (3,159), Connecticut (3,103), and Illinois (3,075). Those states with the lowest outmigration frequencies include Wyoming (125), North Dakota (133), Nevada (139), South Dakota (164), Montana (211), New Mexico (238), and Utah (248).

The rates of outmigration presented as part of Figure 7 reveal that thirty-three states have outmigration rates greater than forty. States with extremely high rates include Maine (99.8), Kansas (99.3), New Mexico (94.8), and South Dakota (94.3). It may be noted that many of the states with very high outmigration rates have relatively low volumes of outmigrant graduate students. This means that while only a few graduate students from these states attend private schools, they must move to another state to do so. New York has the lowest outmigration rate, with 12.0. Other states with rates less than twenty include California (12.2), District of Columbia (12.7), Massachusetts (15.6), Missouri (16.4), and Illinois (18.1).

OUTMIGRATION: GRADUATE STUDENTS PRIVATE INSTITUTIONS 1968

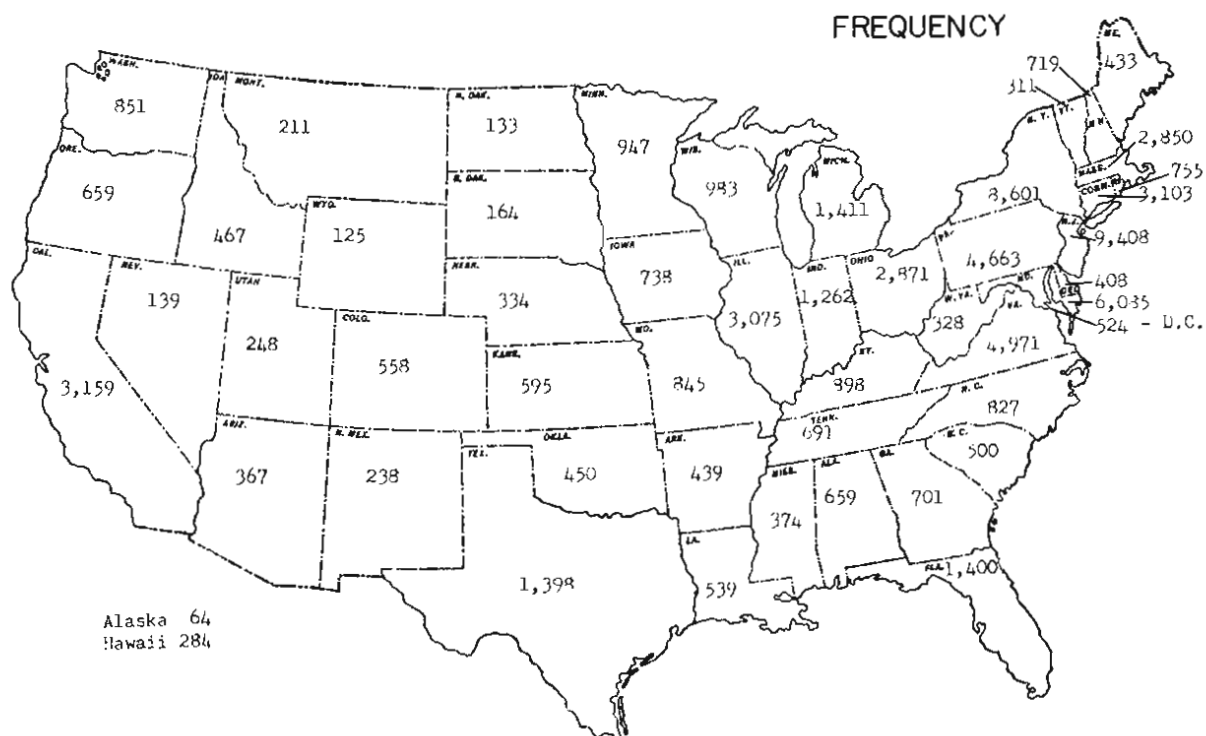
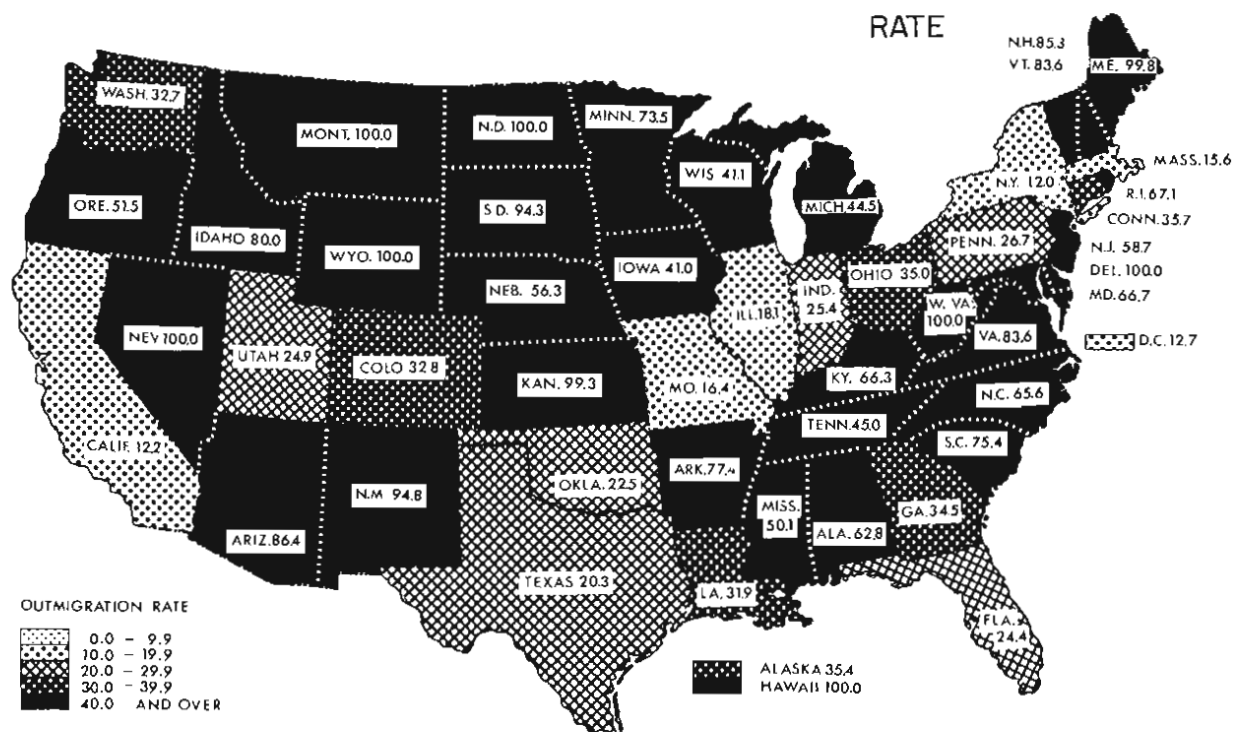


FIGURE 7

Immigration

As revealed in Figure 8, New York has the largest number of graduate immigrants to private institutions, with 14,902. The District of Columbia has the second largest number of immigrants, with 13,431. Other states with large numbers of immigrants include Massachusetts (10,470), California (4,451), and Pennsylvania (4,370). Several states reported no graduate student immigrants to private institutions because their state-wide system of higher education is entirely publicly controlled colleges and universities.

Fourteen states have immigration ratios of greater than forty, as shown in Figure 8. Maine has the highest immigration ratio, 90.0, Arizona has a rate of 86.9, ranking second. Other states with relatively high rates include the District of Columbia (78.8), North Carolina (73.9), and Rhode Island (72.7). Several states have high immigration ratios based on relatively small volumes of immigrants. This means that their relatively small enrollment of graduate students in private schools is largely dependent on out-of-state students. If the national pattern of graduate student migration were to change, many of these states would experience declines in graduate enrollment in their private colleges and universities.

Net Migration

Table IV shows that only fourteen states had positive net graduate student migrations in private institutions in 1968. In 1963, the total with positive net migration was twelve. The majority of states, then, in both 1963 and 1968 have an excess of outmigration over immigration of graduate students attending private institutions. The District of Columbia has the largest positive net migration in 1968 with 12,907; it also ranked first in 1963. In 1968, Massachusetts ranks second with a net migration of 7,260; other states ranked among the top five are New

INMIGRATION : GRADUATE STUDENTS PRIVATE INSTITUTIONS 1968

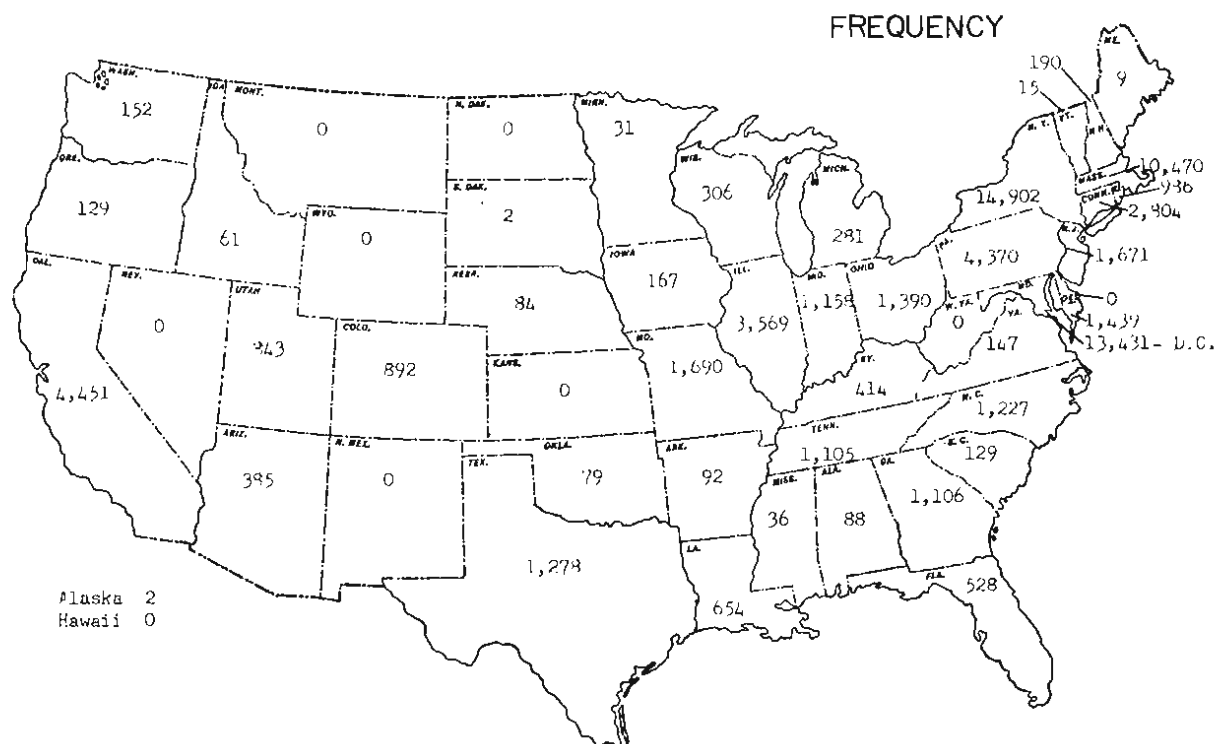
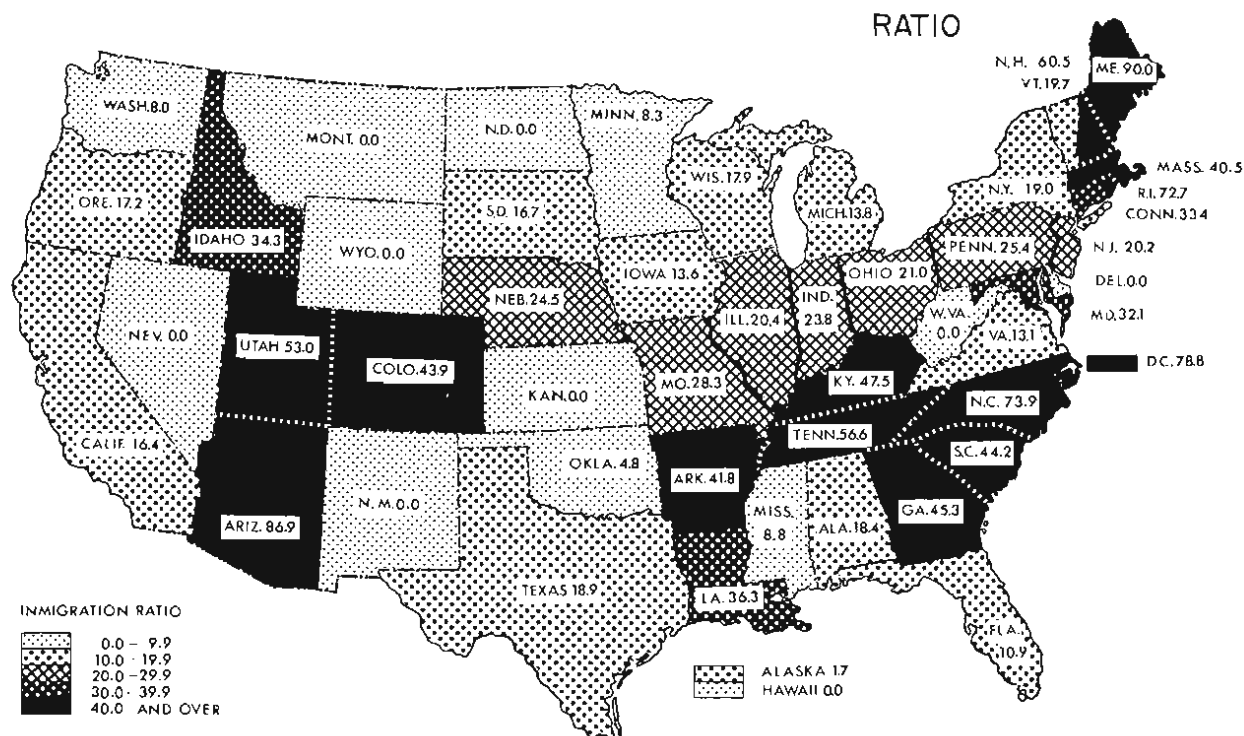


FIGURE 8

TABLE IV: NET MIGRATION OF GRADUATE STUDENTS PRIVATE INSTITUTIONS BY STATE: 1963 AND 1968

State	1968		1963		State	1968		1963	
	Net Migration	Rank	Net Migration	Rank		Net Migration	Rank	Net Migration	Rank
District of Columbia	12,907	1	8,375	1	Pennsylvania	-293	26	2,079	4
Massachusetts	7,620	2	4,682	3	Vermont	-296	27	-174	19
New York	6,301	3	6,275	2	Connecticut	-299	28	-535	43
California	1,292	4	590	6	West Virginia	-328	29	-294	30
Missouri	845	5	961	5	Mississippi	-338	30	-364	33
Utah	595	6	238	11	Arkansas	-347	31	-217	25
Illinois	494	7	570	7	Oklahoma	-371	32.5	-244	28
Tennessee	414	8	316	9	South Carolina	-371	32.5	-222	26
Georgia	405	9	-192	22	Idaho	-406	34	-188	21
North Carolina	400	10	253	10	Delaware	-408	35	-352	32
Colorado	334	11	235	12	Maine	-424	36	-287	29
Rhode Island	231	12	-517	42	Kentucky	-484	37	-472	39
Louisiana	115	13	474	8	New Hampshire	-529	38	-452	38
Arizona	18	14	-228	27	Oregon	-530	39	-333	31
Alaska	-62	15	-31	13	Alabama	-571	40.5	-395	35
Indiana	-104	16	-384	34	Iowa	-571	40.5	-495	40.5
Texas	-120	17	-414	36	Kansas	-595	42	-495	40.5
Wyoming	-125	18	-96	15	Wisconsin	-677	43	-447	37
North Dakota	-133	19	-118	16	Washington	-699	44	-546	44
Nevada	-139	20	-69	14	Florida	-872	45	-863	47
South Dakota	-162	21	-156	18	Minnesota	-916	46	-601	45
Montana	-211	22	-148	17	Michigan	-1,130	47	-899	48
New Mexico	-238	23	-200	23	Ohio	-1,481	48	-751	46
Nebraska	-250	24	-211	24	Maryland	-4,646	49	-2,651	49
Hawaii	-284	25	-179	20	Virginia	-4,824	50	-3,172	50
					New Jersey	-7,737	51	-6,656	51

York (6,301), California (1,292), and Missouri (845). Of the states ranked in the top ten in 1968, only two were not among the top ten in 1963; these are Utah, ranked sixth 595, in 1968 and eleventh in 1963 and Georgia, ranked ninth 405 in 1968 and twenty-second in 1963. States with large negative net migrations in 1968 are ranked virtually the same as they were in 1963. The state with the largest negative net migration in 1968 is New Jersey (-7,737). Other states with large negative net migrations are Virginia (-4,824), Maryland (-4,646), Ohio (-1,481), and Michigan (-1,130).

There were other significant changes in these rankings from 1963 to 1968. Perhaps the most noteworthy was the shift in net migration ranking of Pennsylvania from 4th in 1963 with a net gain of 2,079 to 26th in 1968 with a net loss of -293 graduate students to private institutions. Rhode Island also reported a major change: it ranked 42nd in 1963 with a net loss of -517 graduate students but moved to 12th in 1968 with a net gain of 231 graduate students attending its privately controlled institutions. Georgia made a similar shift from 22nd ranking in 1963 to 9th ranking in 1968 with a net gain of 405 graduate students. Reasons for these major shifts over a relatively short time period are likely due to institutional admissions policy changes of the various private colleges and universities within each state.

CHAPTER VI

MIGRATION OF UNDERGRADUATE STUDENTS IN
PRIVATE INSTITUTIONS OF HIGHER EDUCATION

Introduction

National patterns of outmigration for undergraduate students attending privately controlled colleges and universities is similar to those described for their graduate student counterparts, namely a few states account for a very large volume of the total outmigration. New York, New Jersey, Pennsylvania, and Illinois reported very large numbers of their undergraduates attended private institutions in other states and, in terms of the total pool of migrants, these sending states account for a substantial proportion of all undergraduate migrants to private schools. When these frequencies are converted to outmigration rates however, a slightly different national pattern emerges. Twenty-three states reported outmigration rates over 40.0 and generally they are located throughout the western section of the country and also along the northeastern seaboard. Many other states located in the mid-western section of the country reported high outmigration rates between 36.0 and 39.9, with the notable exception of Iowa.

In terms of national patterns for receiving states, Massachusetts, New York, and Pennsylvania reported over 40,000 nonresident undergraduate students attending their privately controlled colleges and universities. New York and Pennsylvania were also the top ranking states in terms of outmigrants which means these two states have a large volume of interchange with the rest of the nation, i.e., their undergraduate students tend to move elsewhere to private schools and many undergraduates tend to migrate into New York and Pennsylvania for private education.

Again, immigration ratios present a slightly different national pattern with twenty-five states reporting their private colleges and

universities have over 40 percent of their undergraduate enrollment from nonresident students. These states tend to be located throughout the middle section of the country and also tend to be the same states reporting relatively high rates of undergraduate outmigration. The major conclusion is that there is much interchange between many states for undergraduates attending private institutions. This pattern, in contrast to that described for undergraduate students attending public institutions, is likely facilitated by the policies of charging similar tuition and fees in private schools for both resident and nonresident students.

Outmigration

Figure 9 shows that states with the greatest volume of undergraduate student outmigration to private institutions are concentrated in the northeast and north central sections of the country. The state reporting the largest number of outmigrants is New York (77,396), followed closely by New Jersey (71,255). Other states having large outmigrations are Illinois (39,664), Pennsylvania (39,352), Connecticut (31,112), Massachusetts (26,080), and Ohio (26,063). States with low volumes of outmigration include Alaska (753), Utah (897), Nevada (1,194), and Wyoming (1,379).

Outmigration rates shown in Figure 9 reveal that twenty-three states have outmigration rates greater than forty. Of these, four states have rates greater than seventy-five. Both Nevada and Wyoming have outmigration rates of 100.0, due to a lack of private institutions in these states. Arizona and Delaware rank third and fourth, with rates of 83.7 and 77.9 respectively. Other states with high rates include North Dakota (74.4), and Hawaii (67.1). No state reports an outmigration rate of less than 10.0. States with the lowest rates include Utah (10.9), Texas (14.3), and North Carolina (18.8).

OUTMIGRATION: UNDERGRADUATE STUDENTS PRIVATE INSTITUTIONS 1968

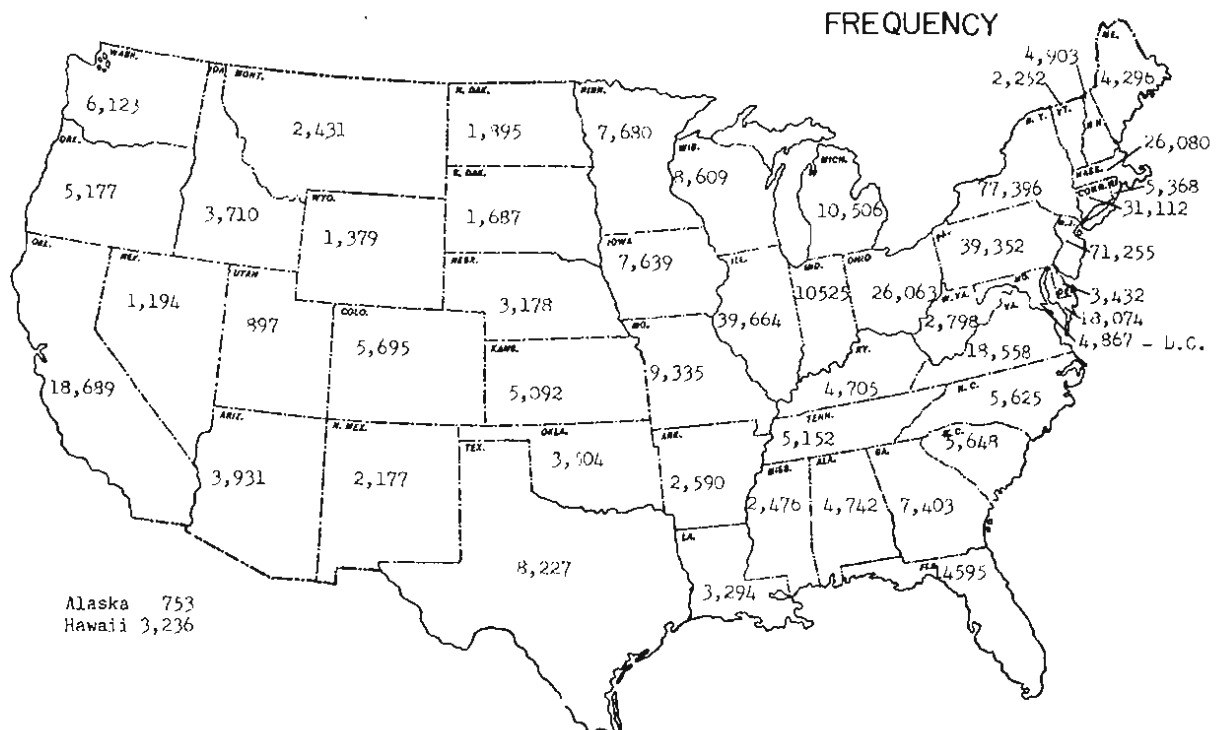
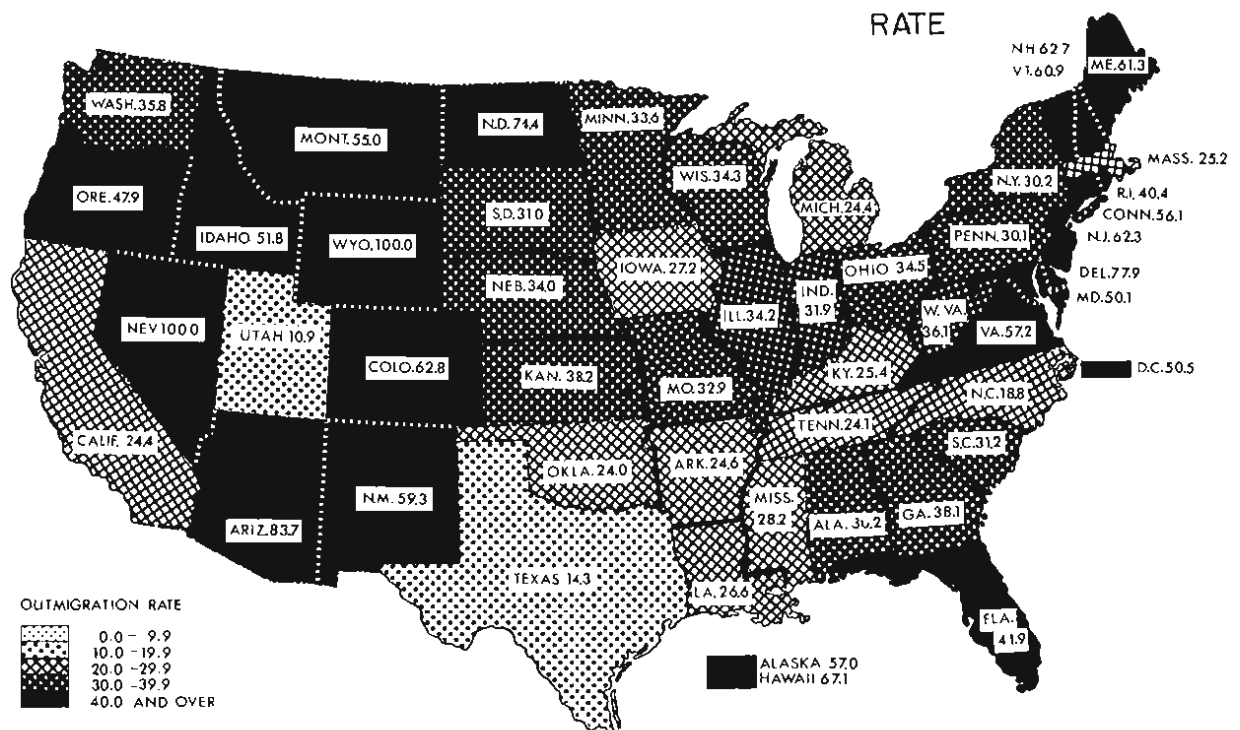


FIGURE 9

Immigration

Figure 10 shows that states with the greatest volume of undergraduate immigration to private institutions are located in the northeast and north central sections of the country. This was also true above regarding undergraduate outmigration to private institutions. States with the largest volumes of immigration are Massachusetts (55,563), New York (44,852), Pennsylvania (43,499), and Ohio (28,696). States with relatively few immigrants include Alaska (78), Arizona (249), North Dakota (380), and Hawaii (406).

Twelve states report immigration ratios of greater than fifty. States with the largest ratios are the District of Columbia (83.9), Vermont (83.1), New Hampshire (74.9), Colorado (70.5), and Delaware (69.1). States reporting the lowest ratios include Alaska (12.1), California (18.8), and Texas (19.0). As noted previously, some states with a large volume of undergraduate immigration to private schools in their states reported relatively low immigration ratios. California (18.8), Texas (19.0), and New York (20.0) are examples of states where large numbers of nonresident undergraduates comprise less than twenty percent of the total undergraduate enrollment in private colleges and universities. New Mexico (45.7), South Dakota (43.5), and Idaho (42.8) are examples of states with the opposite pattern of relatively few nonresident undergraduates comprising a high proportion of the total undergraduate enrollment in their private schools. For most states in the nation, the different patterns observed when migration frequencies or migration ratios are examined can be understood in terms of the extent to which a state's system of higher education is predominately publicly or privately controlled. Generally, states exhibiting a relatively low volume but relatively high ratio of undergraduate immigrants to private schools have a state-wide system of higher education that is predominantly public colleges and universities. For

INMIGRATION : UNDERGRADUATE STUDENTS PRIVATE INSTITUTIONS 1968

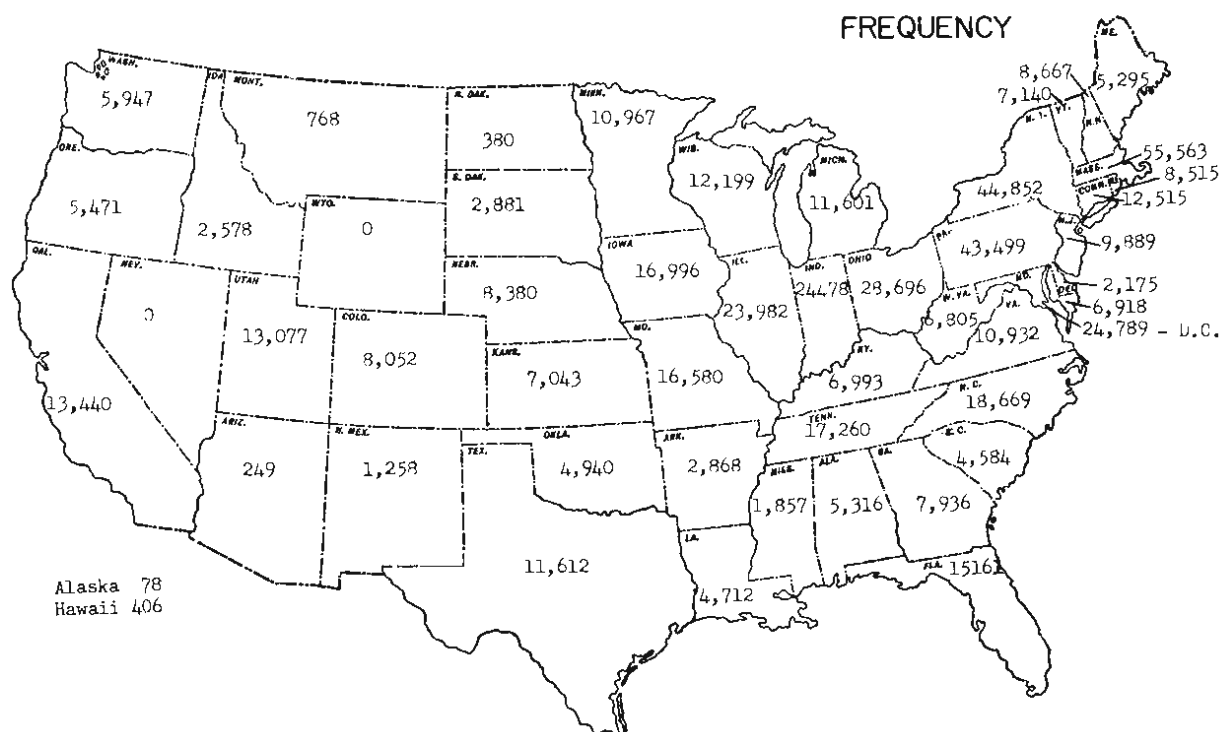
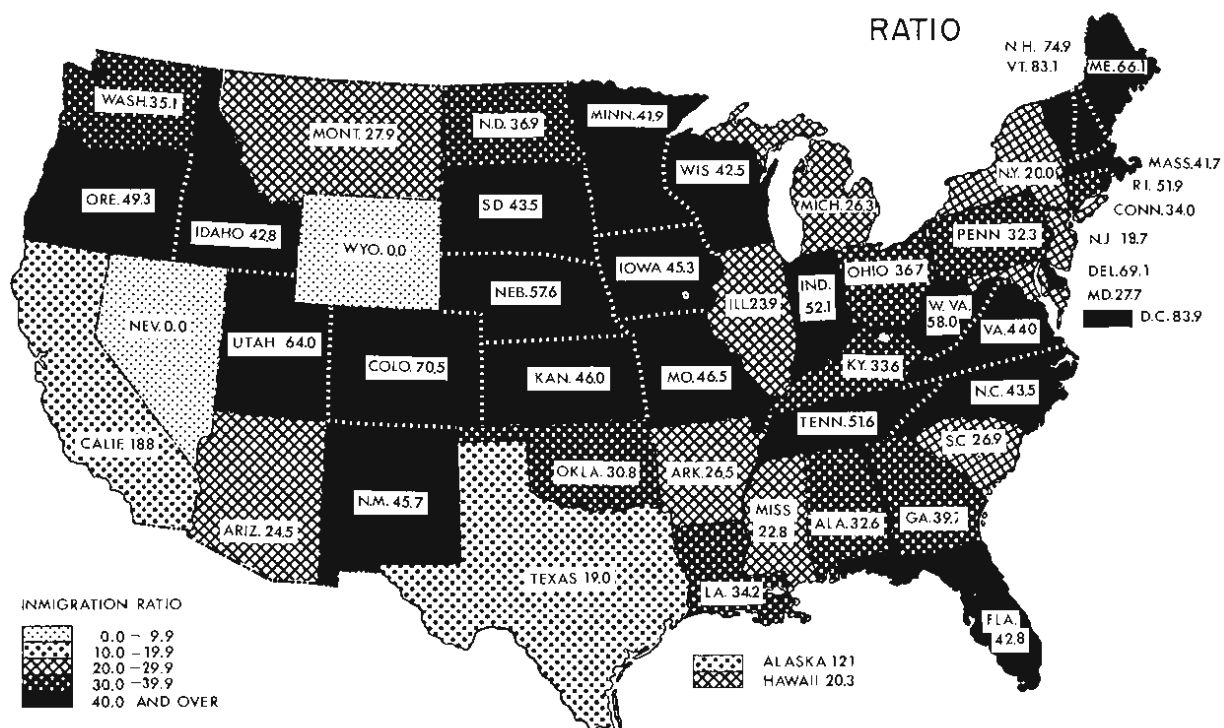


FIGURE 10

states exhibiting a relatively large volume and relatively low ratio of undergraduate immigrants, their state-wide system of higher education tends to be a balance between public and private institutions. States with both a large volume and high ratio of undergraduate immigrants to private schools tend to rely more on privately controlled colleges and universities for their state-wide system of higher education.

Net Migration

Table V reveals that those states ranked one through seven in 1968 in net migration of undergraduate students in private institutions had exactly the same rank in 1963. Of the states ranked in the top ten in 1968, only two were not among the top ten in 1963. The states with the largest positive net migration in 1968 are Massachusetts (29,483), District of Columbia (19,922), Indiana (13,953), North Carolina (13,044), and Utah (12,180). The states ranked ninth and tenth in 1968, Nebraska (5,202) and Vermont (4,888) were ranked fifteenth and eleventh respectively, in 1963. Pennsylvania (4,147), which in 1968 ranks eleventh, ranked eighth in 1963 and Ohio (2,633), which ranks eighteenth in 1968 ranked tenth in 1963.

The six states with the largest negative net migration in 1963 also have the largest negative net migrations in 1968. New Jersey, as it did in 1963, has the largest negative net migration in 1968, with -61,366. Ranked next to New Jersey is New York, with a net migration of -32,544. Other states with large negative net migrations include Connecticut (-18,597), Illinois (-15,682), Maryland (-11,156), and Virginia (-7,626). Of these six states, only Connecticut and Illinois had different ranks in 1963. Ranking forty-ninth in 1968, Connecticut ranked forty-eighth in 1963 while Illinois, which ranks forty-eighth in 1968, ranked forty-ninth in 1963.

It is evident, by comparing the ranks of those states with the

TABLE V: NET MIGRATION OF UNDERGRADUATE STUDENTS PRIVATE INSTITUTIONS BY STATE: 1963 AND 1968

State	1968 Net Migration	Rank	1963 Net Migration	Rank	State	1968 Net Migration	Rank	1963 Net Migration	Rank
Massachusetts	29,483	1	20,788	1	Maine	999	26	521	21
District of Columbia	19,922	2	15,683	2	Alabama	574	27	-722	33
Indiana	13,953	3	12,387	3	Florida	566	28	-4,457	45
North Carolina	13,044	4	8,310	4	Georgia	533	29	-333	30
Utah	12,180	5	7,846	5	Oregon	294	30	422	23
Tennessee	12,108	6	7,601	6	Arkansas	278	31	-417	31
Iowa	9,357	7	7,299	7	Washington	-176	32	-205	29
Missouri	7,245	8	5,872	9	Mississippi	-619	33	-12	27
Nebraska	5,202	9	1,797	15	Alaska	-675	34	-509	32
Vermont	4,888	10	3,585	11	New Mexico	-919	35	-1,322	36
Pennsylvania	4,147	11	6,714	8	South Carolina	-1,064	36	1,336	18
West Virginia	4,007	12	997	19.5	Idaho	-1,132	37	-1,536	37
New Hampshire	3,764	13	2,222	13	Nevada	-1,194	38	-847	34
Wisconsin	3,590	14	487	22	Delaware	-1,257	39	-1,814	40
Texas	3,385	15	1,673	16	Wyoming	-1,379	40	-1,068	35
Minnesota	3,287	16	2,096	14	North Dakota	-1,515	41	-1,728	39
Rhode Island	3,147	17	3,148	12	Montana	-1,663	42	-1,622	38
Ohio	2,633	18	5,290	10	Hawaii	-2,830	43	-2,115	41
Colorado	2,357	19	301	24	Arizona	-3,682	44	-2,438	42
Kentucky	2,288	20	1,512	17	California	-5,249	45	-3,161	44
Kansas	1,951	21	201	25	Virginia	-7,626	46	-5,167	46
Oklahoma	1,436	22	-29	28	Maryland	-11,156	47	-6,177	47
Louisiana	1,418	23	997	19.5	Illinois	-15,682	48	-11,662	49
South Dakota	1,194	24	158	26	Connecticut	-18,597	49	-10,939	48
Michigan	1,095	25	-3,008	43	New York	-32,544	50	-21,831	50
					New Jersey	-61,366	51	-36,124	51

largest positive and negative net migrations in 1968 and 1963, that at least at the extremes there is considerable stability in the ranking of states. Those states with the largest positive net migrations in 1963 have continued to have the largest net migrations in 1968, just as those states with the largest negative net migrations in 1963 continued to have the largest negative net migrations in 1968. However, considerable change in ranking in the middle ranks between 1963 and 1968 has taken place.

CHAPTER VII

MIGRATION OF FIRST PROFESSIONAL STUDENTS IN PUBLIC AND PRIVATE INSTITUTIONS OF HIGHER EDUCATION

Introduction

National patterns of outmigration for first-professional students attending public and private institutions in other states show that states in the eastern section of the country reported the largest volume of outmigrants. Examples are New York, New Jersey, and Illinois. The major exception to this pattern is California. The majority of the other states throughout the mid-western section of the nation reported relatively few first-professional students left their home state to attend schools elsewhere.

Inmigration frequencies followed a similar pattern of being largest for states located in the eastern section of the nation, with California being the major exception. Examples are the District of Columbia, New York, and Illinois. States located in the middle-west reported relatively few first-professional student immigrants to their publicly or privately controlled institutions of higher education.

Outmigration

Figure 11 shows that the states with the largest volume of first professional student outmigration to public and private institutions are concentrated in the east, with the exception of California. New York (6,104), has the largest number of outmigrants, followed by New Jersey (3,360), Pennsylvania (2,212), California (2,077), and Illinois (2,044). Other states with more than one thousand outmigrants include Ohio (1,596), Florida (1,594), Massachusetts (1,466), Connecticut (1,409), Maryland (1,362), and Virginia (1,038). Sixteen states have less than three hundred outmigrants. Those with the lowest volume of outmigration are

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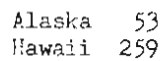


FIGURE II

Alaska (53), Wyoming (94), Vermont (111), North Dakota (205), and Nevada (206).

Inmigration

As may be seen in Figure 12, states having the largest volumes of inmigration of first professional students in public and private institutions are concentrated in the northeast and north central sections of the country. The District of Columbia has the largest number of immigrants, with 5,049. Massachusetts ranks second with 3,719 immigrants. Other states with large numbers of immigrants include Illinois (3,181), New York (2,384), Ohio (1,980), and Pennsylvania (1,916). Several states have no immigrants. These are Alaska, Hawaii, Nevada, Delaware, and Rhode Island. States with relatively few immigrants include Montana (31), Idaho (34), New Mexico (61), Mississippi (61), and North Dakota (69).

Net Migration

Only nineteen states report a positive net migration of first professional students in public and private institutions in 1968, as shown in Table VI. Of those ten states with the largest positive net migrations in 1968, only two were not among the top ten in 1963. The District of Columbia (4,756), ranks first in net migration in 1968, as it did in 1963. Other states with large positive net migrations in 1968 are Massachusetts (2,253), Louisiana (1,269), Missouri (1,238), and Illinois (1,137). Michigan (804), ranking sixth in 1968, ranked twenty-seventh in 1963 and had a negative migration -241. Georgia (418), ranking tenth in 1968, ranked eleventh in 1963.

New York and New Jersey, which have reversed ranks from 1963, have the largest negative net migrations in 1968, with -3,720 and -3,082 respectively. Other states with large net student losses in 1968 are Florida (-1,346), California (-618), Maryland (-529), and Mississippi (-445).

INMIGRATION - FIRST-PROFESSIONAL STUDENTS PUBLIC AND PRIVATE INSTITUTIONS: 1968

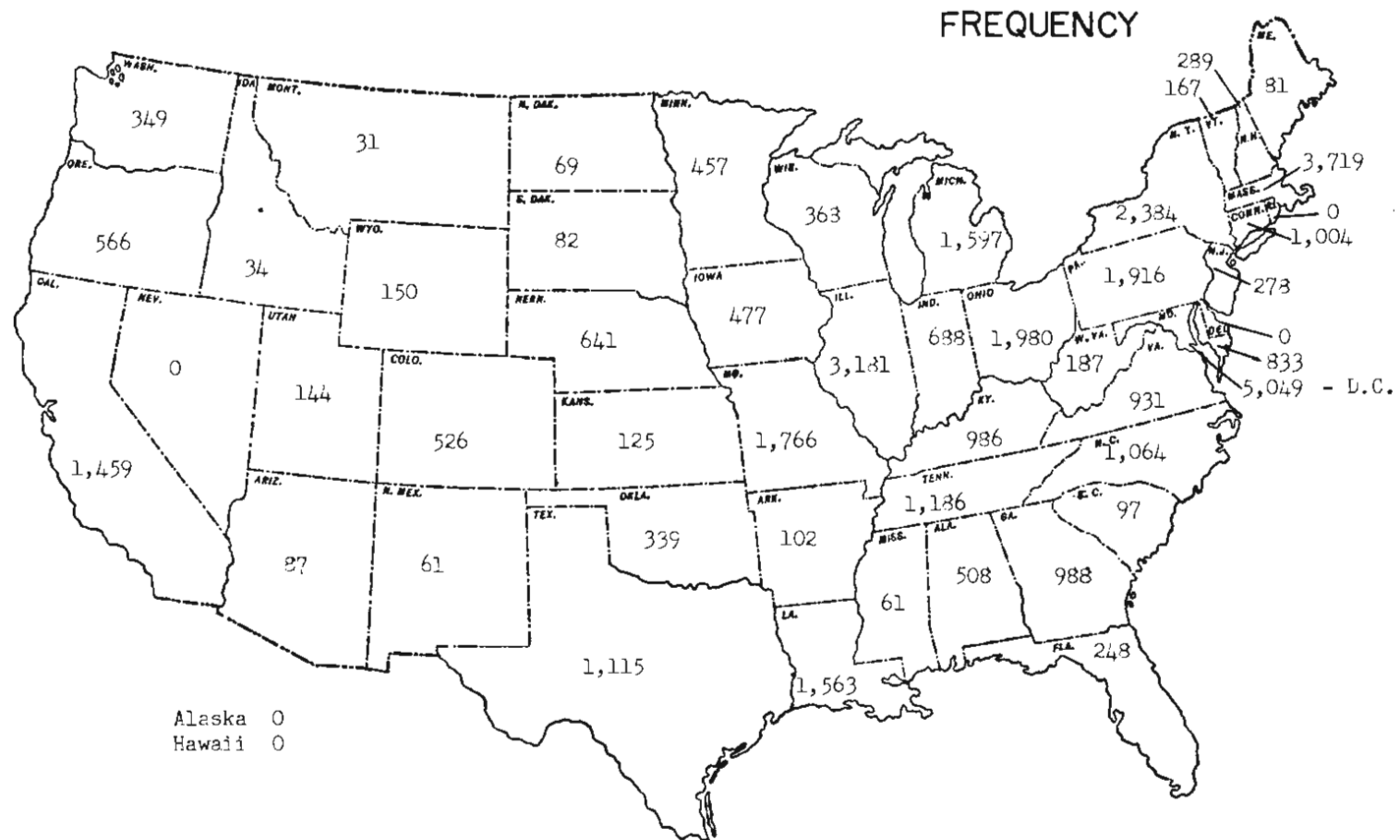


FIGURE 12

TABLE VI: NET MIGRATION OF 1ST PROFESSIONAL STUDENTS PUBLIC AND PRIVATE INSTITUTIONS BY STATE:
1963 AND 1968

State	1968		1963		State	1968		1963	
	Net Migration	Rank	Net Migration	Rank		Net Migration	Rank	Net Migration	Rank
District of Columbia	4,756	1	4,085	1	North Dakota	-136	26	-227	26
Massachusetts	2,253	2	2,669	3	South Dakota	-144	27	-282	30
Louisiana	1,269	3	761	6	Maine	-154	28	-243	28
Missouri	1,238	4	2,677	2	New Mexico	-180	29	-342	35
Illinois	1,137	5	1,622	4	Oklahoma	-192	30	-576	44.5
Michigan	804	6	-241	27	Utah	-194	31	-283	31
Tennessee	657	7	669	10	Nevada	-206	32	-157	25
Kentucky	564	8	796	5	Montana	-217	33	-358	36
North Carolina	533	9	670	9	Arkansas	-219	34	-462	41
Georgia	418	10	379	11	Delaware	-223	35	-323	33
Texas	397	11	713	8	Idaho	-245	36	-151	24
Ohio	384	12	-1,017	48	Hawaii	-259	37	-292	32
Nebraska	350	13	96	13	Arizona	-272	38	-258	29
Oregon	242	14	51	15	Pennsylvania	-296	39	723	7
Colorado	86	15	81	14	Wisconsin	-301	40	-364	37
Vermont	56	16.5	-16	18	South Carolina	-318	41	-629	47
Wyoming	56	16.5	-136	23	Washington	-363	42	-456	40
New Hampshire	42	18	-58	19	Rhode Island	-403	43	-514	43
Indiana	26	19	-440	39	Connecticut	-405	44	267	12
Alabama	-21	20	-427	38	Kansas	-440	45	-610	46
Iowa	-34	21	45	16	Mississippi	-445	46	-576	44.5
Alaska	-53	22	-73	20.5	Maryland	-529	47	-467	42
West Virginia	-70	23	-339	34	California	-618	48	1	17
Minnesota	-76	24	-103	22	Florida	-1,346	49	-1,342	49
Virginia	-107	25	-73	20.5	New Jersey	-3,082	50	-2,833	51
					New York	-3,720	51	-1,637	50

Among the states ranked lowest in net migration in 1968, there are two that were ranked relatively high in 1963. California, ranking forty-eighth in 1968, ranked seventeenth in 1963, while Connecticut (-405), ranking forty-fourth in 1968, ranked twelfth in 1963. Thus, this suggests that there is considerably more change in ranks from 1963 in this category of student migration compared to others.

CHAPTER VIII

DISCUSSION AND IMPLICATIONS OF COLLEGE STUDENT MIGRATION

Introduction

In addition to the task of identifying and describing migration trends, an extremely challenging problem is that of determining possible implications or consequences of college and university student movement. The magnitude and difficulty of understanding the complex process of migration was clearly indicated a decade ago by C. Horace Hamilton in stating that if we are ever able to understand migration fully we shall have advanced a long way toward understanding human behavior in general (Hamilton: 1961, p. 304). It is not surprising, therefore, that current theories of the migration process are only at the preliminary state of development.

It is the intent of this section to suggest possible implications of the migration process for the student migrant and for the community to which he moves. It should be understood that the following discussion is speculative in nature and not derived from the migration data presented previously. An adequate empirical investigation of the possible implications of college student migration would require special purpose sample survey data, controlled experimental designs to test specific hypothesis, and other types of comparative questionnaire studies, e.g., comparisons of nonmigrant and migrant students. Although detailed studies of this nature have been accomplished by researchers dealing with migration patterns of the general population, such work has not been undertaken for this particular population sub-group of college and university students.

Implications for the Student Migrant

Before a student becomes a migrant there is presumably a decision

making process that is completed prior to his physical relocation in another state. There is a substantial body of research concerning the influence of background characteristics on the college aspirations of high school students. Factors such as the socioeconomic status of the family, the educational attainment of the parents, and individual characteristics have been found to influence the high school student's plans to attend college (Sewell: 1964; Turner: 1964; Sewell and Shah: 1967, 1968a, and 1968b). While such studies are helpful in understanding high school student aspirations, they do not directly address the question of why some students leave their home state to attend a college or university. Also the factors associated with the decision making process of students who complete their undergraduate work in one state and move to a different state for graduate studies is not understood.

The complex nature of the decision making process for migration in the total population is well documented by existing research (Rossi: 1955; Butler: 1969) and there is no reason to believe it is not as complex for college students. There is, however, some research concerning the closely related question of what factors play an important role in selecting a particular college or university. The amount of tuitions and fees charged, the amount of money awarded in teaching and research assistantships, and the amount of money awarded in fellowships and grants are important factors which attract migrant students to either public or private institutions (Gossman, et.al.: 1968; Steahr: 1969; Ferris: 1955; Groat: 1963; Abbott: 1969). It may be that decreasing rates of student migration to public institutions are in response to rising amounts of tuition and fees charged and falling amounts of money available to help the student migrant defray the cost of education. While past research is of some help, it can be concluded that, in general, the decision making process which results in the act of migration to another state is not understood

for college and university students. The presence of a selective decision process is apparent in the fact that in 1963 only 38 percent of the publicly controlled institutions in the nation received 96 percent of all college student migrants to all public institutions and only 24 percent of the privately controlled institutions received 93 percent of all student migrants to private institutions (Steahr: 1969, pp. 39-41).

Addressing more directly the question of possible consequences of migration on the student migrant himself, the following discussion is not intended to be exhaustive but only suggestive of areas of possible concern. Although there is a substantial body of research concerning the adjustment and assimilation of migrants in the receiving community for the general population (Shannon and Shannon: 1967; Abramson: 1966; Zimmer: 1955) there does not exist a comparable body of knowledge concerning the adjustment of college student migrants to their new community.

The meaning of adjustment has been defined in a number of ways by different researchers. Migrants in the total population have been examined in terms of various types of mental illness (Parker and Kleiner: 1966; Jaco, 1960), church attendance (Jitodai: 1964; Andrews and Eshleman: 1963; Freedman and Freedman: 1956), kinship contacts (Jitodai: 1963; Brown, et.al.: 1963; Zimmer and Hawley: 1959), community identification (Windham: 1961; Rose and Warshag: 1957), participation in informal activities (Andrews and Eshleman: 1963), probability of suicide and other indicators of personality and social adjustment. While this literature does not address itself specifically to college student migrants, it is suggestive of possible consequences of migration for the college student.

Specific questions concerning the broad dimension of adjustment for college migrants could be examined. For example, do college student migrants experience more difficulty in adjusting, however it may be defined, to a large university than to a small educational institution. Some

opinion seems to be that the large and presumably impersonal environment of the multiversity would present the most serious problem of adjustment for the migrant.

While this argument may have merit, the size of the community of origin for the student migrant may have an important influence on his adjustment problems. In other words, migrant students coming from metropolitan areas to attend a large university may not experience a significant difference in his new environment whereas migrant students from smaller communities might. Conversely, students leaving metropolitan areas to attend a small college may experience a significant difference in their new environment, with resulting problems of personal adjustment difficulties. Finally, any such relationship between the size of the home community and the size of the institution attended may be significantly different if other characteristics are considered, e.g., for graduate or undergraduate students, for men and women students, for public or private institutions, etc.

Implications for the Receiving Community: Negative Implications

When attention is shifted from the migrant to the receiving community, several additional consequences of college student migration suggest themselves. For purposes of discussion, these consequences will be presented in terms of cost factors and possible benefits to the receiving area but it should be remembered that positive and negative factors may interact to produce a net effect which varies from community to community. Furthermore, it is very difficult to isolate the effects of immigration from consequences resulting from increasing student enrollment. It may be argued that for institutions whose enrollment contains a high percentage of nonresident students, immigration may have had a significant influence on the positive and negative implications of increasing student enrollment.

For example, the undergraduate enrollment in private institutions in Indiana and the District of Columbia contains 52.1 and 83.9 percent, respectively, nonresident students. Immigration has played an important role in increasing the volume of college student enrollment in these two areas.

Perhaps one of the most obvious consequences of a rapidly increasing enrollment due to immigration is the additional cost to local colleges and universities. New monies are required for expansion of physical facilities such as classroom buildings and dormitories; for expansion of undergraduate and graduate programs, and for the addition of new faculty to handle increasing class size.

A recent survey sponsored by the Commission for Independent Colleges and Universities of Pennsylvania, based on data from 68 private institutions in that state, illustrates the difficulty of the problem. While tuition and fees have been steadily increased, they have not been able to keep up with rising costs facing private institutions (CICU: 1971). Decreased levels of federal and state support for private institutions in Pennsylvania have aggravated the problem caused by increasing enrollment and rising costs. These factors have resulted in an aggregate deficit for the private institutions which were financially in the black several years ago (CICU: 1971). As indicated in Figure 10, the undergraduate enrollment in private institutions in 1968 for Pennsylvania contained 32.3 percent nonresident students and 25.4 percent of the graduate students were residents of other states (Figure 8). In terms of net migration, private colleges and universities in Pennsylvania received 4,180 more students than left the state in 1968.

If Pennsylvania is indicative of the financial condition of private colleges and universities in other states, we may anticipate that changes in policy toward out-of-state students might occur since 1968. In view

of the data presented previously, we have a situation of increasing enrollment in some private colleges and universities combined with increasing rates of student migration. If the financial condition of private institutions continues to deteriorate, it may be that university administrators at the local level will view immigration as one source of their difficulties. Decisions to limit further enrollment increases in order to slow rising costs of operation may involve a) charging out-of-state students higher tuition, in a manner predicted by public colleges and universities, b) placing limits on the proportion of the enrollment which may be from other states so that resident students have a greater opportunity to attend school in their home state, and c) giving resident students preferential treatment in awarding monies for fellowships and grants. If the larger privately controlled colleges and universities do in fact respond this way, it may be hypothesized to occur first in states with the largest volume of net immigration; Massachusetts, the District of Columbia, North Carolina, Indiana, Tennessee, Utah, and Missouri. It should be noted, however, that many of the smaller private schools face the reverse problem of declining student enrollments.

Additional evidence of the difficult financial condition of higher education in America is offered in a recent report by the National Science Foundation (Falk: 1970). This report, entitled Impact of Changes in Federal Science Funding Patterns on Academic Institutions, is based on the results of two national surveys, taken in 1969 and 1970, of 104 public and private institutions of higher education granting doctorates in science fields. Concerning itself with the areas of academic science research and science education, the N.S.F. report states that total expenditures for science research and education rose in fiscal year 1969 and 1970 by an average of 8 percent (Falk: 1970, p. 3). During the same period total college enrollment rose by 13 percent. The net results of

both increased cost and enrollment factors is a decline in the effective support of academic science (Falk: 1970, p. 3).

Due to increases in funding from other sources, mainly state governments, most public institutions, with the exception of large public institutions receiving over \$20 million in federal support, have been able to keep pace with growing costs and enrollment while federal funds for academic science have lagged. Private institutions, however, have not been able to increase compensating non-Federal funding because they rely on student tuition and fees, endowment earnings, and individual gifts. Thus, the adverse position of the private institution resulted in 28 percent reporting cutbacks from 1969 to 1970 in overall spending for science compared to 9 percent of the public institutions (Falk: 1970, pp. 3-4).

These data again suggest that administrators in the larger public and private institutions may begin to view the rising volume of immigration to their institutions as partly responsible for current financial difficulties in meeting increased student enrollments and begin to consider steps to limit enrollment of nonresident students. In brief, the rising volume of student enrollment and the rising costs to institutions of higher education may bring about continued decreases in the total rate of inter-state student migration. The rate of migration to public and private institutions may have already decreased during the period from 1968 to the present if our interpretations are correct.

Of course the impact of a growing college student enrollment extends beyond the educational institutions to the local community itself. Unfortunately there is little or no empirical research on this aspect of college students and their migration patterns. The size of the receiving community would have an important effect on its ability to absorb college students, but in smaller college towns, the presence of a growing student enrollment is clearly seen. For example, there is a heavy tax burden on

the local community to provide services, such as police and fire protection, public transportation and road maintenance, public parks and amusements, etc., for a large, young population. Secondly, there is an increased burden on the local job market, particularly for low income and part-time occupations. This means that the local groups in the lower socioeconomic levels must compete with college students for some of their jobs. Third, is the possible increase in the frequency of certain types of criminal behavior associated with the younger age groups, i.e., drug use, theft, sexual crimes, violent demonstrations, etc. The significance of the migration factor depends upon the degree to which the local college and university enrollment is composed of nonresident students and the extent to which nonresident students differ from resident students in terms of their values and attitudes toward the important social and political issues facing our society.

Positive Implications

College student migration and increasing student enrollment are not without beneficial aspects. In fact, the personal benefits derived from at least attempting to complete higher education are highly valued by American youth and is therefore partly responsible for the rapid rise in college and university enrollment. The important, long term consequence of this fact will be major improvements in the educational level of our nation's people. In other words, the negative implications discussed previously are the result of too many young people pursuing a highly valued goal in American culture. If a college and university education in America is viewed as a right for all our citizens and not a privilege reserved for an elite minority, we may expect continued increases in enrollments since the most recent data of 1968 were published.

Although we lack empirical evidence to support this point, it may be that students who attend a college or university outside their home

state gain a broader perspective in their thinking by exposure to different value patterns of the new community and by exposure to different intellectual orientations of the new institutions. Some college students may view this experience as a necessary part of their total educational process, particularly when progressing from undergraduate education to graduate school.

A college or university which is successful in attracting increasing numbers of immigrants may gain a reputation in academics of being truly national or regional, not simply a local, institution. Therefore student migrants may be an important source of building and maintaining institutional reputations, not only national standing but intra-state prestige as well. Moreover, if a local college or university selects its out-of-state students from the upper levels of academic ability, it can improve the overall quality and performance of its student body. In this way, student migrants may have significant benefits for the receiving academic institution.

Positive implications extend beyond the particular institution to include the local community in question. The size of the community would have an important influence on the degree of impact but college students are beneficial in several respects. Their presence encourages the development of the fine arts in the community by insuring the presence of an interested audience. Community members may thus enjoy an active local theater, art gallery, or music center which may not otherwise be present.

In strictly economic turns, college students represent a substantial element of the consumer market. A large, growing enrollment means an active supply of potential customers for the local retail merchants and a steady demand on the local housing market, particularly advantageous for apartment owners.

In summary, it can be seen that there are many potential advantages and difficulties created by increasing college student enrollment and their migration patterns. It was not the purpose of this report to pass judgement on the relative merits of these consequences but simply to suggest what some of these implications might be.

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