Higher education should monitor its students

Aldemaro Romero Jr.
CUNY Bernard M Baruch College

How does access to this work benefit you? Let us know!
Follow this and additional works at: https://academicworks.cuny.edu/bb_pubs
Part of the Higher Education Commons

Recommended Citation
https://academicworks.cuny.edu/bb_pubs/879

This Article is brought to you for free and open access by the Baruch College at CUNY Academic Works. It has been accepted for inclusion in Publications and Research by an authorized administrator of CUNY Academic Works. For more information, please contact AcademicWorks@cuny.edu.
Immigration is not only a political issue for the United States, but also one that has a far-reaching impact on the nation and the world. In the last 10 years, there has been a steady increase in the number of undocumented individuals who have entered the United States, with estimates suggesting that there are between 11 and 12 million undocumented individuals in the country. Of those, about 2 million are high school graduates who are unlikely to find work in their home countries, leaving the United States without legal authorization or over- stay who are likely to remain in the United States.

What does that have to do with higher education? While the majority of undocumented individuals may not be legally authorized to attend college, those who are present in the United States have the right to attend institutions of higher education, regardless of their immigration status. In fact, many institutions of higher education have policies in place to support undocumented students, including providing financial aid and offering resources to help them navigate the college admission process.

The reasons given by some state legislators for denying higher education opportunities to undocumented individuals include not wanting to reward breaking the law, lower entrance expectations for those who are in the country illegally and the inability for them to get a legal job even if they graduate.

Arguments used in support of helping these students include the belief that they came to the country not to take away jobs from U.S. citizens but to work hard and contribute to the society. Those who oppose undocumented students from attending higher education believe that it would be a measure to encourage them to stay, rather than return to their home countries of origin.

According to the report, these students have the opportunity to fulfill their dreams of higher education. Twenty-three percent of them would have to pay tuition priced at $7,200 per year and 61 percent come from households with an annual household income of $30,000 or less and are likely to become U.S. citizens. Twenty-eight percent of them have high school equivalency and 12 percent (50 percent of those with a high school degree) are fluent in English. They are not just students, but contributors to the national economy.

In conclusion, it is essential to recognize that undocumented students are a valuable asset to our society and our institutions of higher education. They bring diversity and unique perspectives to our campuses, and their presence can enrich the educational experience for all students. It is time for us to prioritize and support policies that will ensure that undocumented students have access to higher education, to become educated and productive members of our society.

Dr. Aldemaro Romero Jr.  
Letters from Academia

The reasons given by some state legislators for denying higher education opportunities to undocumented individuals include not wanting to reward breaking the law, lower entrance expectations for those who are in the country illegally and the inability for them to get a legal job even if they graduate.

Arguments used in support of helping these students include the belief that they came to the country not to take away jobs from U.S. citizens but to work hard and contribute to the society. Those who oppose undocumented students from attending higher education believe that it would be a measure to encourage them to stay, rather than return to their home countries of origin.

According to the report, these students have the opportunity to fulfill their dreams of higher education. Twenty-three percent of them would have to pay tuition priced at $7,200 per year and 61 percent come from households with an annual household income of $30,000 or less and are likely to become U.S. citizens. Twenty-eight percent of them have high school equivalency and 12 percent (50 percent of those with a high school degree) are fluent in English. They are not just students, but contributors to the national economy.

In conclusion, it is essential to recognize that undocumented students are a valuable asset to our society and our institutions of higher education. They bring diversity and unique perspectives to our campuses, and their presence can enrich the educational experience for all students. It is time for us to prioritize and support policies that will ensure that undocumented students have access to higher education, to become educated and productive members of our society.

Dr. Aldemaro Romero Jr.  
Letters from Academia

The reasons given by some state legislators for denying higher education opportunities to undocumented individuals include not wanting to reward breaking the law, lower entrance expectations for those who are in the country illegally and the inability for them to get a legal job even if they graduate.

Arguments used in support of helping these students include the belief that they came to the country not to take away jobs from U.S. citizens but to work hard and contribute to the society. Those who oppose undocumented students from attending higher education believe that it would be a measure to encourage them to stay, rather than return to their home countries of origin.

According to the report, these students have the opportunity to fulfill their dreams of higher education. Twenty-three percent of them would have to pay tuition priced at $7,200 per year and 61 percent come from households with an annual household income of $30,000 or less and are likely to become U.S. citizens. Twenty-eight percent of them have high school equivalency and 12 percent (50 percent of those with a high school degree) are fluent in English. They are not just students, but contributors to the national economy.

In conclusion, it is essential to recognize that undocumented students are a valuable asset to our society and our institutions of higher education. They bring diversity and unique perspectives to our campuses, and their presence can enrich the educational experience for all students. It is time for us to prioritize and support policies that will ensure that undocumented students have access to higher education, to become educated and productive members of our society.

Dr. Aldemaro Romero Jr.  
Letters from Academia

The reasons given by some state legislators for denying higher education opportunities to undocumented individuals include not wanting to reward breaking the law, lower entrance expectations for those who are in the country illegally and the inability for them to get a legal job even if they graduate.

Arguments used in support of helping these students include the belief that they came to the country not to take away jobs from U.S. citizens but to work hard and contribute to the society. Those who oppose undocumented students from attending higher education believe that it would be a measure to encourage them to stay, rather than return to their home countries of origin.

According to the report, these students have the opportunity to fulfill their dreams of higher education. Twenty-three percent of them would have to pay tuition priced at $7,200 per year and 61 percent come from households with an annual household income of $30,000 or less and are likely to become U.S. citizens. Twenty-eight percent of them have high school equivalency and 12 percent (50 percent of those with a high school degree) are fluent in English. They are not just students, but contributors to the national economy.

In conclusion, it is essential to recognize that undocumented students are a valuable asset to our society and our institutions of higher education. They bring diversity and unique perspectives to our campuses, and their presence can enrich the educational experience for all students. It is time for us to prioritize and support policies that will ensure that undocumented students have access to higher education, to become educated and productive members of our society.

Dr. Aldemaro Romero Jr.  
Letters from Academia

The reasons given by some state legislators for denying higher education opportunities to undocumented individuals include not wanting to reward breaking the law, lower entrance expectations for those who are in the country illegally and the inability for them to get a legal job even if they graduate.

Arguments used in support of helping these students include the belief that they came to the country not to take away jobs from U.S. citizens but to work hard and contribute to the society. Those who oppose undocumented students from attending higher education believe that it would be a measure to encourage them to stay, rather than return to their home countries of origin.

According to the report, these students have the opportunity to fulfill their dreams of higher education. Twenty-three percent of them would have to pay tuition priced at $7,200 per year and 61 percent come from households with an annual household income of $30,000 or less and are likely to become U.S. citizens. Twenty-eight percent of them have high school equivalency and 12 percent (50 percent of those with a high school degree) are fluent in English. They are not just students, but contributors to the national economy.

In conclusion, it is essential to recognize that undocumented students are a valuable asset to our society and our institutions of higher education. They bring diversity and unique perspectives to our campuses, and their presence can enrich the educational experience for all students. It is time for us to prioritize and support policies that will ensure that undocumented students have access to higher education, to become educated and productive members of our society.

Dr. Aldemaro Romero Jr.  
Letters from Academia

The reasons given by some state legislators for denying higher education opportunities to undocumented individuals include not wanting to reward breaking the law, lower entrance expectations for those who are in the country illegally and the inability for them to get a legal job even if they graduate.

Arguments used in support of helping these students include the belief that they came to the country not to take away jobs from U.S. citizens but to work hard and contribute to the society. Those who oppose undocumented students from attending higher education believe that it would be a measure to encourage them to stay, rather than return to their home countries of origin.

According to the report, these students have the opportunity to fulfill their dreams of higher education. Twenty-three percent of them would have to pay tuition priced at $7,200 per year and 61 percent come from households with an annual household income of $30,000 or less and are likely to become U.S. citizens. Twenty-eight percent of them have high school equivalency and 12 percent (50 percent of those with a high school degree) are fluent in English. They are not just students, but contributors to the national economy.

In conclusion, it is essential to recognize that undocumented students are a valuable asset to our society and our institutions of higher education. They bring diversity and unique perspectives to our campuses, and their presence can enrich the educational experience for all students. It is time for us to prioritize and support policies that will ensure that undocumented students have access to higher education, to become educated and productive members of our society.