The Value of Historically Black Colleges and Universities
UNCF’s K-12 Advocacy department seeks to **promote a college-going** culture where African American parents are knowledgeable about the college-going process and **more African American students are academically prepared** for a post-secondary education. This effort engages and partners with national grasstop leaders and HBCUs to help them understand the crisis in black education, disseminates research **to raise awareness of educational issues facing black students**, and partners with and supports on-the-ground grassroots organizations.

To learn more, please visit [UNCF.org/k12advocacy](http://UNCF.org/k12advocacy)
About UNCF

UNCF is the nation’s largest and most effective minority education organization and the largest private scholarship provider to minority group members in the country.

• Since its founding in 1944, UNCF has raised more than $4.7 billion to help more than 445,000 students receive college degrees at UNCF-member institutions and with UNCF scholarships.

• UNCF also provides financial support for its 37 member historically black colleges and universities (HBCUs) for scholarships and capacity building, conducts cutting-edge research on minority education, and advocates for equitable policies and funding for low-income and minority students.
HBCU Historical Context

• Earliest HBCUs—Cheyney, Lincoln & Wilberforce—were founded prior to the Civil War.

• Many HBCUs founded prior to 1890 were driven by missionary societies & African American churches.

• The 1890 Morrill Act spurred the founding of public HBCU land-grant institutions.

• By law, HBCUs were established prior to 1964 with a mission to serve the African American community.

• HBCUs have always allowed admission to students of all races.
HBCUs by the Numbers

101 HBCUs

- 50 public
- 51 private
- 90 4-year
- 11 2-year

Enroll almost 300,000 students

- 80% African-American

65% Percent of HBCU undergrads who receive Pell Grants

Cost to attend an HBCU in comparison to a non-HBCU

Source: National Center on Education Statistics, Integrated Postsecondary Education Data System
HBCU Student Profile

- Gender: 61% Female; 39% Male
- Race: 80% African American, 13% White, 4% Hispanic
- First Generation: 30% - 40%
- ACT Composite, 25th percentile: 16
- ACT Composite, 75th percentile: 20
- Pell Grant Recipients: 65%

Source: National Center on Education Statistics, Integrated Postsecondary Education Data System
What does the research tell us about the HBCU experience?

- HBCUs disproportionately enroll low-income, 1st Gen. and academically underprepared college students;
- Evidence demonstrates high levels of student-faculty interactions at HBCUs;
- Research shows that African-American HBCU students make intellectual gains that are equal to, and often exceed, that of their non-HBCU counterparts;
- HBCUs, in general, outperform retention and graduation expectations given the profile of students they tend to enroll and the resources they have to help them succeed;
- African American HBCU students generally report a more satisfactory college experience than their non-HBCU counterparts and some evidence shows that this also accrues to career outcomes.
HBCU Value Proposition – National Significance

HBCUs represent 3% of all 2- and 4-year colleges & universities and:

- Enroll 10 percent of African American undergraduates;
- Produce 18 percent of all African American college graduates (9 percent of master’s degrees & 12 percent of doctoral degrees);
- Generate 25 percent of all bachelor’s degrees in STEM fields earned by African Americans annually.

Source: National Center on Education Statistics, Integrated Postsecondary Education Data System
Given the growing importance of computer science, HBCUs have demonstrated their impact by producing 20% of Af-Am bachelor’s degrees in this field.

HBCUs award 40% of Af-Am bachelor’s degrees in Agricultural Sciences and Psychology, and 35% of Af-Am degrees in Mathematical Sciences.

Approximately 20% of all HBCU bachelor’s degrees are in business, management & marketing with increasing orientations toward entrepreneurial programs.

HBCU Degree Contributions

HBCU Degree Strengths
• In October 2015, the Gallup-USA Funds Minority College Graduates Report found that black graduates of historically black colleges and universities (HBCUs):
  o Are significantly more likely to be better off financially and socially than black graduates of other institutions of higher education;
  o Have a more supportive educational experience while attending college.

• Using data from over 55,000 college graduates, including black college graduates who received bachelor’s degrees from 1940 to 2015, the study produced several major findings.
Black HBCU Graduates Report Higher Levels of College Support

<table>
<thead>
<tr>
<th>Black HBCU graduates strongly agree ...</th>
<th>Black HBCU Grads</th>
<th>Black Grads from Non-HBCUs</th>
</tr>
</thead>
<tbody>
<tr>
<td>... that professors at my university cared about me as a person.</td>
<td>58%</td>
<td>25%</td>
</tr>
<tr>
<td>... that I had at least one professor at my university who made me excited about learning.</td>
<td>74%</td>
<td>62%</td>
</tr>
<tr>
<td>... that, while attending my university, I had a mentor who encouraged me to pursue my goals and dreams.</td>
<td>42%</td>
<td>23%</td>
</tr>
<tr>
<td>... with each of the 3 statements above (i.e. Felt Support)</td>
<td>35%</td>
<td>12%</td>
</tr>
</tbody>
</table>

Source: Gallup-USA Funds Minority College Graduates Report (2015)
Compared to Black Ivy League Graduates, Black HBCU Graduates Report Higher Levels of College Support

The gap between Black HBCU graduates and Black Ivy League graduates on two of these items is larger than that between Black HBCU graduates and those from non-HBCUs.

<table>
<thead>
<tr>
<th>Black HBCU graduates strongly agree ...</th>
<th>Black HBCU Grads</th>
<th>Black Grads from Ivys</th>
</tr>
</thead>
<tbody>
<tr>
<td>... that professors at my university cared about me as a person.</td>
<td>58%</td>
<td>17%</td>
</tr>
<tr>
<td>... that I had at least one professor at my university who made me excited about learning.</td>
<td>74%</td>
<td>72%</td>
</tr>
<tr>
<td>... that, while attending my university, I had a mentor who encouraged me to pursue my goals and dreams.</td>
<td>42%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Source: Gallup-USA Funds Minority College Graduates Report (2015)
**Black HBCU Graduates Report Higher Levels of Experiential Learning**

<table>
<thead>
<tr>
<th>Black HBCU graduates strongly agree ...</th>
<th>Black HBCU Grads</th>
<th>Black Grads from Non-HBCUs</th>
</tr>
</thead>
<tbody>
<tr>
<td>... that while attending my university, I had an internship or job that allowed me to apply what I was learning in the classroom.</td>
<td>41%</td>
<td>31%</td>
</tr>
<tr>
<td>... that while attending my university, I worked on a project that took a semester or more to complete.</td>
<td>36%</td>
<td>30%</td>
</tr>
<tr>
<td>... that I was extremely active in extracurricular activities and organizations while attending my university.</td>
<td>32%</td>
<td>23%</td>
</tr>
<tr>
<td>... with each of the 3 statements above (i.e. Experiential Learning)</td>
<td>13%</td>
<td>7%</td>
</tr>
</tbody>
</table>

*Source: Gallup-USA Funds Minority College Graduates Report (2015)*
### Black HBCU Graduates Report a Higher Sense of Belonging & Institutional Attachment…

<table>
<thead>
<tr>
<th>Black HBCU graduates strongly agree ...</th>
<th>Black HBCU Grads</th>
<th>Black Grads from Non-HBCUs</th>
</tr>
</thead>
<tbody>
<tr>
<td>... that my university was the perfect school for people like me</td>
<td>49%</td>
<td>34%</td>
</tr>
<tr>
<td>... that I can't imagine a world without my university</td>
<td>48%</td>
<td>25%</td>
</tr>
<tr>
<td>... that they feel emotionally attached to their alma mater</td>
<td>39%</td>
<td>20%</td>
</tr>
</tbody>
</table>

*Source: Gallup-USA Funds Minority College Graduates Report (2015)*
...as well as Higher Post-Graduate Outcomes

<table>
<thead>
<tr>
<th>Black HBCU graduates strongly agree ...</th>
<th>Black HBCU Grads</th>
<th>Black Grads from Non-HBCUs</th>
</tr>
</thead>
<tbody>
<tr>
<td>... that they are engaged at work</td>
<td>39%</td>
<td>33%</td>
</tr>
<tr>
<td>... that my university prepared me well for life outside of college</td>
<td>55%</td>
<td>29%</td>
</tr>
</tbody>
</table>

Source: Gallup-USA Funds Minority College Graduates Report (2015)
Report Thriving* in Various Domains of Well-Being

*Thriving: well-being that is strong and consistent in a particular element

Source: Gallup-USA Funds Minority College Graduates Report (2015)
Summation

• Black HBCU graduates are *nearly twice as likely* as black graduates of non-HBCUs to *strongly agree that their university prepared them well for life outside of college* (55% vs. 29%).

• Black HBCU graduates are more than *twice as likely* as black graduates of non-HBCUs to recall *experiencing all three support measures* that Gallup tracks (engaged at work after graduation, well-being, and emotionally attached to their alma mater).

• A similar positive relationship exists for experiential learning opportunities, with black HBCU graduates *more likely than* black graduates of non-HBCUs *to recall involvement in applied internships, long-term projects, and extracurricular activities*
The UNCF Empower Me Tour (EMT)®—a free, traveling college- and career-readiness road show—is a national movement established in 2008 to inspire and motivate high school and college students toward academic excellence, career success and personal responsibility.

UNCF engages thousands of attendees, including high school students, college students and recent alumni, K-12 educators, HBCU admissions staff and faculty, and community and business leaders in various cities across the country via the EMT platform.
The UNCF *Getting Into College: A Readiness Checklist* provides a comprehensive snapshot of the path to post-secondary education journey.

**Highlights include:**
- Why go to college
- Ten key steps of what it takes to get into college
- How UNCF can help students prepare for college
- Helpful links, including ACT and College Board (SAT) prep, College Navigator, etc.
- Readiness checklist

Available as a printed brochure or online resource.
Questions and Discussion
LEARN ANYWHERE, ANYTIME WITH NACAC’S
FINANCIAL AID 101 E-LEARNING COURSE

Whether you are on the road, in the office, or on your couch, Financial Aid 101 offers you online comprehensive overview of financial aid.

Log on today to explore modules on loans, grants, scholarships, work-study, and more—and boost your credentials!

nacacnet.org/elearning