

***STILL* PUNCHING ABOVE THEIR WEIGHT:**

A Focus on HBCUs' Indisputable Influence on the STEM Sector

#HBCUStrong



UNCF

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thing to waste®

UNCF Frederick D. Patterson Research Institute

When sports writers suggest that boxers “punch above their weight,” they are indicating that these athletes perform exceptionally well relative to their size, demonstrating skill and prowess beyond what might be anticipated based solely on their physical stature.



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FOREWORD

"Punching above their weight" is an analogy sports commentators use to describe an athlete who outperforms expectations and delivers results far beyond what their size or resources may indicate. The DNA of Historically Black Colleges and Universities (HBCUs) embodies this spirit of exceptional performance. The findings in this report advance our collective understanding that systemic challenges and a lack of resources have not deterred HBCUs from consistently delivering exceptional outcomes that exceed expectations. The science, technology, engineering, and mathematics (STEM) fields prove to be thriving academic areas, where these institutions produce a disproportionate number of Black innovators. The impact of HBCUs' significance in this area is not only measurable and transformative, but it is also vital to our nation's workforce, economy, and future success.

UNCF's Frederick D. Patterson Research Institute indicates that HBCUs demonstrate superior performance in retaining and graduating low-income, academically underprepared African American students compared to their non-HBCU counterparts.¹ HBCUs represent only a small fraction of America's colleges and universities, yet their impact is extraordinary. Year after year, these institutions nurture students who go on to lead, innovate, and transform their communities and the world. This is the enduring power of HBCUs: they turn potential into progress.

Academic excellence and commitment to access drive this forward movement. Our mission at UNCF is to partner with HBCUs to ensure an affordable and supportive pathway to a college degree for all students. This support opens doors for students who might otherwise not have the opportunities available to continue their academic journey. For decades, our commitment has changed countless lives, strengthened families, and reshaped entire economies and communities.

Affordability is more than a financial benefit; it is a promise that with generous investment, students from every background can pursue rigorous STEM fields, research, and emerging technologies without being limited by economic circumstances. It is a promise that the next generation of scientists, engineers, technologists, and thinkers will reflect the full diversity of our nation.

HBCUs have long embodied a singular truth: when we invest in excellence, the return is exponential. Our previous analysis in 2019, *HBCUs Punching Above Their Weight: A State-Level Analysis of Historically Black College and University Enrollment and Graduation*, demonstrated that HBCUs consistently deliver outcomes far beyond what their institutional size and resources would predict. This new edition of *Punching Above Their Weight* reaffirms that reality with even greater clarity. Across states

and regions, HBCUs serve as engines of opportunity—enrolling and graduating students at rates that significantly exceed their representation in higher education. Their impact is particularly apparent in STEM fields, where their contributions are at the center of the nation's innovation pipeline.

What emerges from this updated report is a powerful multiplier effect. In communities where HBCUs are present, they do more than educate—they transform. They become the primary pathway into high-demand industries, the cornerstone of local and regional talent development, and a catalyst for economic growth. Their campuses fuel research, entrepreneurship, and workforce advancement that not only benefit their students, but also the industries and communities that rely on them.

This performance is not accidental. It is the result of historical intentionality—a mission-driven commitment to cultivate talent, nurture ambition and close opportunity gaps that have persisted for generations. For policymakers and philanthropic leaders, the message is clear: partnering with HBCUs is not just a moral imperative; it is a strategic investment with broad and measurable impact. When these institutions receive the resources they deserve, they elevate entire regions, expand the nation's capacity for innovation, and strengthen the economic infrastructure of the communities they serve.

HBCUs are not just participating in the future of American innovation; they are leading it. By expanding the opportunities for learning, creating, discovering, and rising, HBCUs are redefining what is possible for our country. Their legacy is powerful, but their future impact will be even greater.

We view this report not as a conclusion, but as an invitation to deeper inquiry and action. At the heart of our work is the knowledge that human potential is our most valuable asset. Supporting HBCUs means investing in thinkers, creators, leaders, and problem-solvers whose contributions will shape the future of our country and the world. As we look ahead, the imperative is simple: sustain, expand, and accelerate investment in HBCUs. The returns are profound—not just for the students whose lives are transformed, but for the nation that depends on their brilliance.

Sincerely,



Michael L. Lomax, Ph.D.

President and CEO
UNCF



Lodriguez Murray

Vice President of Public Policy
and Government Affairs

¹ Richards, D. A. R., & Awokoya, J. T. (2012). Understanding HBCU retention and completion. Fairfax, VA: Frederick D. Patterson Research Institute, UNCF.



INTRODUCTION

A higher education degree is increasingly critical for career progression and economic success, as numerous employers are demanding elevated levels of academic qualifications and credentials. Historically Black Colleges and Universities (HBCUs) have played a pivotal role in the education of Black² students for over 180 years, significantly contributing to the nation's workforce and economic development.

A historically Black college or university is defined as an institution established before 1964 with a mission specifically focused on the education of African Americans.³ These institutions have been foundational in providing higher education opportunities for African American students for many decades.

HBCUs Overall

Presently, there are 101 accredited HBCUs across 19 states, the District of Columbia, and the U.S. Virgin Islands.⁴ Despite constituting a mere 3% of the nation's higher education institutions, HBCUs play a pivotal role in preparing our workforce to compete internationally, conferring nearly 32,000 bachelor's degrees in the 2022-2023 academic year.⁵

The UNCF study, entitled *Transforming Futures: The Economic Engine of HBCUs*, demonstrates that every dollar invested in HBCUs and their students significantly amplifies economic activity, facilitates substantial job creation, and considerably enhances the earning potential of graduates.⁶ This underscores the profound impact that these historical institutions continue to have on the United States' socioeconomic landscape.

At the national level, an updated look at the study's key findings revealed that:

- 1) HBCUs annually generate over 136,000 jobs and \$16.5 billion in total economic impact for their local and regional economies.
- 2) HBCU graduates from 2021 can expect total earnings of \$146 billion over their lifetimes—57% more than they could expect to earn without their college degrees.

² African American and Black are used interchangeably in this report.

³ Higher Education Act, 1965.

⁴ UNCF Patterson calculations using U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System. 2022-2023

⁵ Data Retrieved from IPEDs, 2022-2023 academic year

⁶ McClendon, N., Kouaho, J.E., Njoku, N., Murray, L.V. & Humphreys, J. (2024). Transforming futures: The economic engine of HBCUs. Frederick D. Patterson Research Institute, UNCF.



These economic returns are particularly evident at the state level. Across the 21 states and territories where HBCUs are located, they annually provide an average of 6,385 jobs in each state and generate an average of \$704.7 million in total economic impact.⁷

HBCUs offer substantial value that extends beyond mere economic benefits, particularly in the education sector. Although HBCUs represent only a modest 3% of all higher education institutions in the United States, they play a disproportionately significant role in the educational advancement of African American students.

HBCU's Outsized Impact on STEM

One key area where Historically Black Colleges and Universities excel consistently is science, technology, engineering, and mathematics. In 2022, HBCUs accounted for 16% of STEM degrees conferred to Black graduates, and 20% of Black women who earned STEM degrees came from HBCUs.⁸ Moreover, HBCUs award 10% of Ph.D.'s in STEM overall.⁹

HBCUs enroll about 10% of all African American students in four-year bachelor-degree-granting institutions. HBCUs award approximately 16% of all bachelor's degrees earned by African American students.

HBCUs Living Up to Their Purpose

HBCUs were established to offer safe and inclusive environments where Black students can learn, grow, and graduate as intellectually prepared and civically minded citizens.¹⁰ These institutions prioritize student success through intentional programs and supportive campus cultures. HBCUs attract Black students by actively reaching out through community engagement, targeted recruitment efforts, and partnerships with high schools, especially in underserved areas. They host pre-college workshops and mentorship programs and provide resources that help prospective students and their families understand the admissions process and financial aid opportunities.

By building strong support systems, HBCUs help students overcome academic, social, and financial hurdles, further solidifying their reputation as nurturing spaces.^{11 12} Brown and Sacco-Bene's research on Black males at HBCUs suggests that these institutions implement strategies such as mentorship programs, pre-college workshops, and open-door policies with faculty to ensure students feel supported both academically and personally.¹³ These institutions also, on average, employ more Black faculty with Ph.D.s., allowing students to see themselves in their professors and envision a future in which, they too, can return to campuses as

⁷ McClendon, N., Kouaho, J.E., Njoku, N., Murray, L.V. & Humphreys, J. (2024). Transforming futures: The economic engine of HBCUs. Frederick D. Patterson Research Institute, UNCF. (data was calculated by averaging the number of jobs and the total economic impact of the 21 states and districts where HBCUs reside.)

⁸ UNCF Patterson calculations using U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System. 2022-2023

⁹ UNCF Patterson calculations using U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System. 2022-2023

¹⁰ Favors, J. M. (2019). *Shelter in a time of storm: How Black colleges fostered generations of leadership and activism*. UNC Press Books.

¹¹ Johnson, J. M., & Winfield, J. D. (2022). Institutionalizing success: Practices and policies at HBCUs that promote student development and degree attainment. *The Journal of Higher Education*, 93(7), 989-1011.

¹² Slaughter, K., McClendon, N., & Marshall, D. (2025). Institutions, Intuitions, and Inhibitions: Nuancing the Role of HBCUs on Black Women's Socialization Constructs. *Research Issues in Contemporary Education*, 10(1).

¹³ Brown, H. R., & Sacco-Bene, C. (2018). Path to success: Shared wisdom of how HBCU institutional agents support African American men matriculate. *Journal of African American Males in Education*, 9(2), 23-44.

graduates, serving as role models and leaders who drive positive change in science and technology for the next generation.¹⁴ The robust alumni networks of HBCUs further bolster their influence, providing mentorship opportunities and career support and fostering a sense of family and solidarity among those who have pursued STEM degrees at these institutions.

It is evident that HBCUs' contributions are multifaceted and far-reaching, especially in STEM. Their enduring commitment to excellence and equity in science, technology, engineering, and mathematics continues to shape the futures of countless individuals, empowering them to succeed and make meaningful contributions to society through innovation and technical expertise.

The Underfunding of HBCUs

HBCUs include both public and private institutions, each playing a fundamental role in the history of higher education for Black Americans. Institutions such as Cheyney University and Lincoln University (Pennsylvania) are recognized as some of the oldest HBCUs. They opened their doors in 1834 and 1854, respectively, with a commitment to preparing Black teachers who would, in turn, educate their communities. This mission was particularly significant at a time when access to quality education for African Americans was openly questioned and severely limited due to systemic racism and segregation.¹⁵ In their early years, HBCUs like Cheyney relied entirely on

philanthropic support, as public funding was largely inaccessible for Black institutions. While they were initially funded exclusively through philanthropic dollars, the Morrill Acts of 1862¹⁶ and 1890¹⁷ forced states to provide higher education opportunities for Black Americans, either by admitting them to state-funded land-grant schools or providing equal opportunities for students at state designated Black-land-grant institutions. Despite these legislative advances, states failed to consistently allocate financial resources equitably, frequently falling short of the standards set by the Morrill Acts.¹⁸ Consequently, HBCUs were required to develop innovative approaches to provide high-quality academic experiences for their students, often relying on philanthropy and public giving.

Private institutions rely heavily on tuition, philanthropic support, and public donations to help them prepare students for the 21st century. Nearly 90% of students who attend HBCUs rely on the Pell Grant and other forms of federal financial aid to realize their dreams of becoming a college graduate.¹⁹ Although private institutions may not obtain federal or state funding through the same mechanisms as public institutions, they are nonetheless significantly supported by financial support from government sources.

¹⁴ Toldson, I. A. (2018). Why Historically Black Colleges and Universities are successful with graduating Black baccalaureate students who subsequently earn doctorates in STEM (Editor's Commentary). *The Journal of Negro Education*, 87(2), 95–98. <https://doi.org/10.7709/jnegroeducation.87.2.0095>

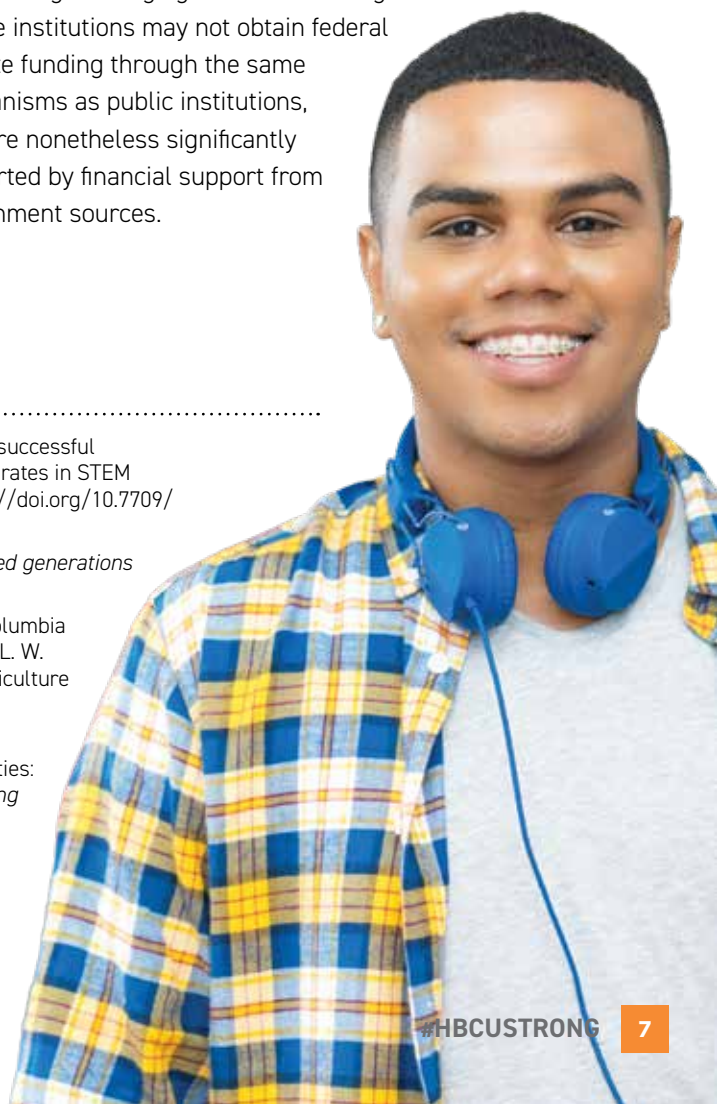
¹⁵ Favors, J. M. (2019). *Shelter in a time of storm: How Black colleges fostered generations of leadership and activism*. UNC Press Books.

¹⁶ The University of the Virgin Islands and the University of the District of Columbia are the only two HBCUs established under the Morrill Act of 1862. Neyland, L. W. (1990). Historically black land-grant institutions and the development of agriculture and home economics, 1890-1990. Tallahassee, FL: Florida A&M University Foundation.

¹⁷ Allen, B. C. M., & Esters, L. T. (2018). Historically Black land-grant universities: Overcoming barriers and achieving success. *Penn Center for Minority Serving Institutions*.

¹⁸ Harris, A. (2021). *The state must provide: The definitive history of racial inequality in American higher education*. HarperCollins.

¹⁹ National Center for Education Statistics. (n.d.). Fast Facts: Historically Black colleges and universities. U.S. Department of Education. Retrieved January 31, 2026, from <https://nces.ed.gov/fastfacts/display.asp?id=667>





In 2023, Secretary of Education Miguel Cardona and U.S. Secretary of Agriculture Thomas Vilsack sent correspondence to the governors of sixteen states, urging them to address longstanding deficits in state funding to HBCUs accumulated over the past thirty years.²⁰ Their findings indicate that states owe nearly \$13 billion to land-grant institutions from 1987 to 2020. When considered alongside decreasing philanthropic support, these circumstances have required HBCUs to achieve remarkable heights despite very limited budgets.

Insufficient financial support has impacted their facilities, faculty salaries and retention, and the breadth of academic programs and educational opportunities HBCUs could provide. This chronic underfunding was not limited to governmental funding; philanthropic organizations have also historically given significantly less to HBCUs, often donating only a fraction of what they provided to non-HBCU institutions.²¹ Despite these challenges, HBCUs have remained steadfast in their mission, serving as pillars of civic education and empowerment for generations of Black students, producing thought leaders, professionals, and academics who have profoundly shaped American society. But just for a moment, imagine what HBCUs could do if they received the money and support; they are rightfully owed.

HBCUs Outperform Their Investment

HBCUs and their graduates play an important role in the proliferation of Black bachelor's degree STEM majors. The 2025 Carnegie Classification Report identifies Howard University as the sole HBCU among 187 institutions with an R1 designation.²² An additional 38 HBCUs are classified as R2 or R3 out of 355 institutions. Each classification level reflects research expenditures and the annual awarding of research doctorate degrees. Their success is especially remarkable considering that, despite making up 3% of all U.S. colleges and universities, HBCUs receive less than 1% of federal research and development funding—a clear example of their persistent lack of appropriate federal support.²³ The analysis conducted by the Center for American Progress, focusing on R&D funding, found that the share of federal funding for HBCUs has remained below 3% since 2010. Federal research dollars are essential to developing new technologies and advancing our scientific knowledge.

Providing federal funding for research and development at HBCUs contributes to maintaining the United States' global competitiveness.²⁴ Their community-focused and participatory methods support the diversification and enhancement of research outcomes.²⁵ Most importantly, federal research

²⁰ Archie, A. (2023). State-run, land-grant HBCUs have missed out on \$13 billion in the last 3 decades : NPR

²¹ The Association of Black Foundation Executives . (2025). Philanthropy and HBCUs: Foundation funding to Historically Black Colleges and universities | ABFE | A philanthropic partnership for black communities.

²² U.S. Department of Education. (2025). <https://sites.ed.gov/whhbcu/2025-hbcu-carnegie-classifications/>

²³ Partridge, S., Santos, V., & Sheppard, D.K. (2025). Bolstering the role of HBCUs in federal research and development. *Center for American Progress and Thurgood Marshall College Fund*. <https://www.americanprogress.org/wp-content/uploads/sites/2/2025/09/CAP-HBCU-report.pdf>

²⁴ Riddick, J. C., & Oliss, B. (2025). Top-Tier Research Status for HBCUs? The Impact of Changes to the Carnegie Classification Criteria in 2025 Center for Security and Emerging Technology.

²⁵ Smith, K. C., Geddis, D., & Dumas, J. (2021). The role of the HBCU pipeline in diversifying the STEM workforce: Training the next generation of drug delivery researchers. *Advanced drug delivery reviews*, 176, 113866.

and development funding will fortify HBCUs' STEM pipeline. These funds will create more opportunities for HBCU faculty to inspire their undergraduate students to pursue careers in STEM through engaging in scientific research. Federal funding will also assist HBCUs in building laboratories, establishing graduate programs, and introducing undergraduate students to research through summer research programs. Undergraduate students' engagement in scientific research will further inspire them to pursue a career in STEM, while also increasing graduation and retention rates.²⁶

Methodology

This brief builds upon the foundational analysis presented in *HBCUs Transforming Futures* by offering a comprehensive state-level examination of enrollment patterns at four-year HBCUs. While the national impact of HBCUs is undeniably substantial, a focused analysis of the 21 predominantly southern states where these institutions are primarily located yields more nuanced insights into their regional significance.

Data drawn from the 2022-2023 National Center for Education Statistics Integrated Postsecondary Education Data System (IPEDS) was used to explore Black undergraduate enrollment and the conferral of STEM bachelor's degrees among Black students. For this analysis, Black or African American is defined as a person having origins in any of the Black racial groups of Africa. Only four-year public and private not-for-profit bachelor's degree granting institutions were included in this analysis. Eighty-five institutions were included in this analysis.

The 2022-2023 academic year was selected for this analysis, as it represented the most recent complete dataset available at the time of this study. A descriptive statistical approach was applied to explore HBCU Black undergraduate students enrolled by state, as well as the conferral of STEM degrees among Black students.

Undergraduate Enrollment Analysis

The research team applied a descriptive analytic approach to determine the percentage of Black undergraduate students enrolled at four-year public and private not-for-profit bachelor's degree granting HBCUs by state.

Data analysis was completed using Microsoft Excel statistical analysis tools. Pivot tables were used to identify the percentage of Black undergraduate students enrolled in the Fall 2022 semester by dividing the total number of Black undergraduate students enrolled at four-year public and private not-for-profit bachelor's degree granting HBCUs in the Fall 2022 semester by the total number of Black undergraduate students enrolled at four-year public and private bachelor's degree granting institutions by state.

After identifying the percentage of Black undergraduate students enrolled at HBCUs by state, we ranked the twenty-one states, districts, and territories based on the proportion of Black undergraduate students enrolled at HBCUs.

²⁶ Ruth, A., Brewis, A., Beresford, M., & Stojanowski, C. M. (2025). Research supervisors and undergraduate students' perceived gains from undergraduate research experiences in the social sciences. *International Journal of Inclusive Education*, 29(10), 1669-1686.



Black STEM Bachelor's Degrees Conferred Analysis

Using IPEDS degree-completions data, the research team identified the total number of STEM bachelor's degrees conferred to Black students overall, as well as disaggregated counts for Black women and Black men. The analysis was limited to first-major bachelor's degrees within the following STEM disciplines: agricultural, animal, plant, and veterinary sciences; computer and information sciences and support services; engineering; engineering-related technologies and technician fields; biological and biomedical sciences; mathematics and statistics; and physical sciences. Interdisciplinary STEM majors were treated as a single major for analytic purposes, while double majors were counted separately within each applicable discipline.

A descriptive analytical approach was employed to examine the percentage of STEM bachelor's degrees conferred by HBCUs at the state level for the total Black population, Black women, and Black men during the 2022–23 academic year. Microsoft Excel pivot tables were used to calculate these percentages by dividing the number of Black STEM bachelor's degrees conferred by HBCUs by the total number of Black STEM bachelor's degrees conferred within each state. This same methodology was applied separately to calculate state-level percentages for Black women and Black men. Percentages of Black STEM degrees by state, district,

and territory were ranked according to the proportion of Black STEM degrees conferred. A detailed review of the analysis is provided in the Technical Assistance Report, available at www.uncf.org/fdpri.

Limitations

This study is subject to limitations that need to be considered when interpreting the findings. First, this research study employs a descriptive statistical approach to document patterns in the undergraduate enrollment and conferral of Black STEM degrees at HBCUs and does not establish a causal relationship. Second, additional factors—such as regional Black population demographics and the availability of STEM programs—may influence enrollment and degree conferral outcomes but were not examined in this analysis. Lastly, the study reflects enrollment and degree conferral data from the 2022–23 academic year and does not account for subsequent variables or trends that may affect these outcomes in future years.

Notable key findings across the 21 states and territories in this analysis include (based on 2022–2023 data):

- HBCUs make up 9% of the four-year bachelor-degree granting institutions
- HBCUs enrolled 23% of all Black undergraduates pursuing a bachelor's degree at a college or university for the Fall 2022 semester
- HBCUs awarded 28% of STEM bachelor's degrees earned by Black students

Notable key state findings include:

- In the U.S. Virgin Islands, HBCUs make up 100% of the four-year institutions, enroll 100% of all Black undergraduates, award 100% of all Black STEM bachelor's degrees in the territory.
- In the District of Columbia, HBCUs account for 25% of the four-year institutions, but they enroll 72% of all Black undergraduates and award 54% of all Black STEM bachelor's degrees in the district.
- In Mississippi, HBCUs account for 29% of the four-year institutions, but they enroll 46% of all Black undergraduates, and award 55% of all Black STEM bachelor's degrees in the state.
- In North Carolina, HBCUs are 16% of the four-year institutions, but they enroll 49% of all Black undergraduates, and award 45% of all Black STEM bachelor's degrees in the state.
- In Louisiana, HBCUs represent 17% of the four-year institutions, but enroll 40% of Black undergraduates and award 45% of all Black STEM bachelor's degrees in the state.

When we look at all 21 states and territories by enrollment and STEM bachelor's degree completion categories, these impactful trends continue. The following tables provide an overview of the 21 states and territories where HBCUs and consequently UNCF member schools are located. Between the 21 states and territories, the University of Virgin Islands (100%), Mississippi (29%), District of Columbia (25%), Alabama (24%), and Delaware (25%) rank in the top five states with the highest percentage of HBCUs (Table 1).

TABLE 1. Percentage of Four-Year Public and Private Not-For-Profit Bachelor's-Degree-Granting HBCUs in Each State, 2022-2023

Rank	State/Territory	Percent of Four-Year Bachelor-Degree Granting Institutions that are HBCUs
1	U.S. Virgin Islands	100%
2	Mississippi	29%
3	District of Columbia	25%
4	Alabama	24%
5	Delaware	20%
6	South Carolina	19%
7	Louisiana	17%
8	North Carolina	16%
9	Maryland	13%
10	Georgia	12%
11	Tennessee	12%
12	Arkansas	12%
13	Virginia	11%
14	West Virginia	11%
15	Texas	7%
16	Kentucky	7%
17	Florida	5%
18	Oklahoma	4%
19	Missouri	4%
20	Ohio	2%
21	Pennsylvania	2%

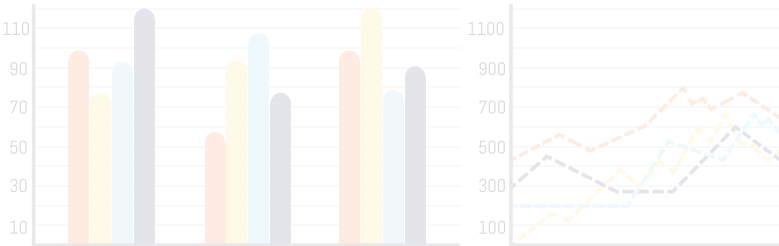
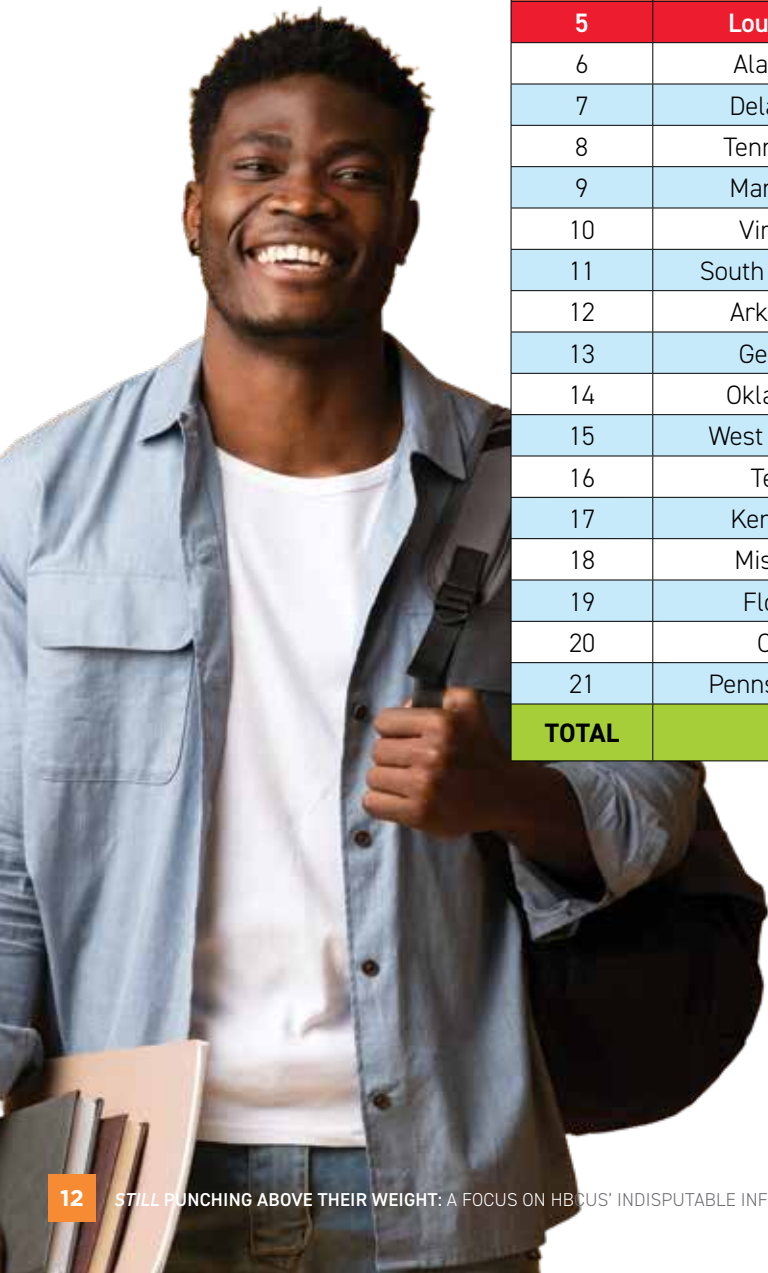


“Over 171,000 Black undergraduate students were enrolled at HBCUs in the 2022-2023 academic year.”

The following tables show the number and percentage of Black undergraduates enrolled in STEM bachelor’s programs and the number and percentage of STEM bachelor’s degrees conferred from HBCUs by state. Over 171,000 Black undergraduate students were enrolled at HBCUs in the 2022-2023 academic year. Additionally, they make up 23% of the undergraduate student population in the 21 states where these institutions are located (Table 2). The top five states or territories with the highest percentage of Black undergraduates enrolled at HBCUs are in red.

TABLE 2. Undergraduates Enrolled in HBCUs by State, 2022-2023

Rank	State/Territory	Number of Black Undergraduate Students Enrolled at HBCUs	Percentage of Black Undergraduate Students Enrolled at HBCUs
1	U.S. Virgin Islands	966	100%
2	District of Columbia	8,068	72%
3	North Carolina	26,256	49%
4	Mississippi	9,674	46%
5	Louisiana	14,700	40%
6	Alabama	13,270	38%
7	Delaware	3,414	35%
8	Tennessee	8,671	31%
9	Maryland	12,761	30%
10	Virginia	12,544	30%
11	South Carolina	6,643	28%
12	Arkansas	3,039	24%
13	Georgia	16,608	20%
14	Oklahoma	1,403	18%
15	West Virginia	481	16%
16	Texas	15,304	14%
17	Kentucky	1,302	12%
18	Missouri	1,634	10%
19	Florida	10,692	9%
20	Ohio	2,152	6%
21	Pennsylvania	1,997	6%
TOTAL		171,579	23%



HBCUs have been a significant source of STEM professionals. Among the 21 states that house HBCUs, these institutions conferred over 5,400 STEM bachelor's degrees in 2022 (Table 3), accounting for 28% of Black STEM bachelor's degrees conferred that year (Table 4).

TABLE 3. Black STEM Bachelor's Degree Conferred by State, 2022-2023

Rank	State/Territory	Number of STEM Bachelor's Degrees Conferred at HBCUs to Black Students
1	North Carolina	830
2	Alabama	540
3	Louisiana	497
4	Mississippi	492
5	Georgia	483
6	Texas	480
7	Maryland	422
8	Virginia	354
9	Florida	292
10	District of Columbia	271
11	Tennessee	202
12	South Carolina	173
13	Arkansas	106
14	Delaware	72
15	Missouri	70
16	Pennsylvania	44
17	Ohio	36
18	U.S. Virgin Islands	27
19	Oklahoma	24
20	Kentucky	18
21	West Virginia	1
TOTAL		5,434

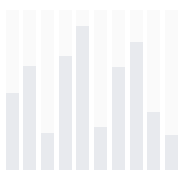
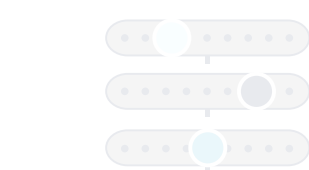


TABLE 4. Percent of Black STEM Bachelor's Degrees Conferred at HBCUs, 2022-23

Rank	State/Territory	Percentage of STEM Bachelor's Degrees Conferred at HBCUs to Black Students
1	U.S. Virgin Islands	100%
2	District of Columbia	76%
3	Mississippi	60%
4	Alabama	51%
5	Louisiana	50%
6	North Carolina	44%
7	Delaware	43%
8	Arkansas	40%
9	Tennessee	34%
10	Virginia	27%
11	South Carolina	26%
12	Texas	22%
13	Georgia	20%
14	Maryland	19%
15	Missouri	17%
16	Florida	15%
17	Oklahoma	15%
18	Kentucky	7%
19	Ohio	5%
20	Pennsylvania	4%
21	West Virginia	2%
AVERAGE		28%

Further disaggregation of STEM bachelor's degrees conferred at HBCUs by gender reveals the tremendous impact of HBCUs on both Black women and men.

Among the 21 states with HBCUs, they contribute to 22% of Black men STEM bachelor's degrees conferred (Table 5) and 33% of Black women STEM bachelor's degrees conferred (Table 6).

TABLE 5. Percentage of STEM Bachelor's Degrees Conferred at HBCUs to Black Men, 2022-23

Rank	State/Territory	Percentage of Black Male STEM Bachelor's Degree Earners at HBCUs
1	U.S. Virgin Islands	100%
2	District of Columbia	74%
3	Mississippi	55%
4	North Carolina	43%
5	Alabama	42%
6	Louisiana	39%
7	Arkansas	34%
8	Delaware	29%
9	Tennessee	28%
10	Virginia	24%
11	South Carolina	22%
12	Texas	18%
13	Georgia	17%
14	Maryland	16%
15	Oklahoma	15%
16	Florida	11%
17	Kentucky	7%
18	Missouri	6%
19	Pennsylvania	3%
20	Ohio	2%
21	West Virginia	0%
AVERAGE		22%



TABLE 6. Percentage of STEM Bachelor's Degrees Conferred at HBCUs to Black Women, 2022-23

Rank	State/Territory	Percentage of STEM Bachelor's Degrees Conferred at HBCUs to Black Students
1	U.S. Virgin Islands	100%
2	District of Columbia	77%
3	Mississippi	64%
4	Louisiana	57%
5	Alabama	57%
6	Delaware	55%
7	North Carolina	45%
8	Arkansas	45%
9	Tennessee	39%
10	Virginia	31%
11	South Carolina	29%
12	Texas	26%
13	Missouri	26%
14	Georgia	23%
15	Maryland	23%
16	Florida	19%
17	Oklahoma	16%
18	Ohio	10%
19	Kentucky	8%
20	West Virginia	7%
21	Pennsylvania	5%
AVERAGE		33%

“The tables above demonstrate the significant role four-year bachelor’s degree-granting HBCUs play in enrolling Black undergraduates and awarding Black STEM bachelor’s degrees.”

The tables above demonstrate the significant role four-year bachelor's degree-granting HBCUs play in enrolling Black undergraduates and awarding Black STEM bachelor's degrees. The following briefs present an overview for all 21 states, districts, and territories with HBCUs, detailing Black undergraduate enrollment, the number of Black STEM bachelor's degrees awarded, and the economic contributions of these institutions. Additionally, each brief features two HBCU STEM professionals to further illustrate their impact on the fields. HBCU STEM alumni profiles were retrieved via LinkedIn, a public social media platform.



ALABAMA:

The Power and Promise of HBCUs

The positive educational and economic impact of Alabama's HBCUs is large and lasting. The numbers (based on 2022–23 data) tell the story.

KEY STATS:

- HBCUs make up **24%** of the four-year institutionsⁱ in Alabama
- Enroll **38%** of Black undergraduate students in Alabamaⁱⁱ

DURING THE 2022–23 SCHOOL YEAR, ALABAMA HBCUs CONFERRED:

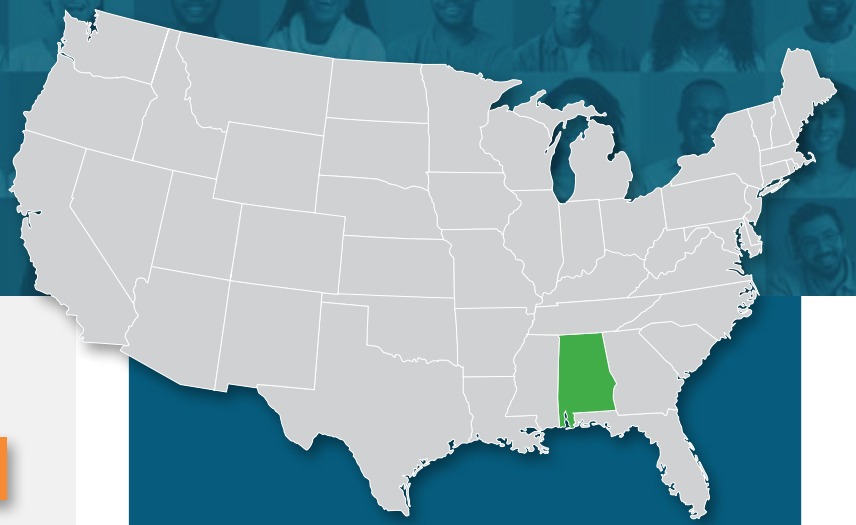
- **51%** of STEM bachelor's degrees earned by Black students
- Awarded **42%** of STEM bachelor's degrees to Black men statewide
- Awarded **57%** of STEM bachelor's degrees to Black women, including those in engineering, computer science, and agricultural science

POWERING STEM: NOTABLE HBCU GRADUATES FROM ALABAMA:

- **Dr. Lonnie G. Johnson**, Tuskegee University, Bachelor of Science in Mechanical Engineering—President and Founder of Johnson Research and Development, Inventor of the Super Soaker
- **Dr. Hadiyah-Nicole Green**, Alabama A&M University, Bachelor of Science in Physics—President of the Ora Lee Smith Cancer Research Foundation

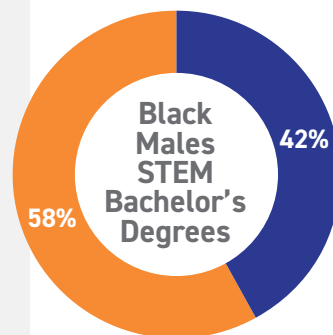
ECONOMIC IMPACTⁱⁱⁱ:

- **Total Economic Impact:** Alabama's HBCUs generate **\$1.4 billion** in total economic impact.
- **Total Employment Impact:** Alabama's HBCUs generate **13,434 jobs** for its local and regional economy.
- **Total Lifetime Earnings for Graduates:** The **6,571** Alabama HBCU graduates in 2021 can expect total earnings of **\$15.7 billion** over their lifetimes.

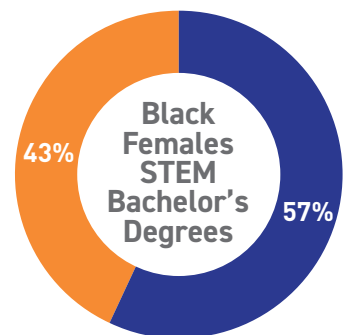


FOUR-YEAR HBCUs IN ALABAMA

- Alabama A&M University
- Alabama State University
- Miles College
- Oakwood University
- Selma University
- Stillman College
- Talladega College
- Tuskegee University



■ Black HBCU Students
■ Black Non-HBCU Students



■ Black HBCU Students
■ Black Non-HBCU Students

ⁱ Institutions are comprised of 4-year public and private not-for-profit bachelor-degree granting institutions.

ⁱⁱ Only 4-year public and private not-for-profit bachelor-degree granting institutions were used in this analysis.

ⁱⁱⁱ The source of HBCU economic impact data in this report is McClendon, N., Kouaho, J.E., Njoku, N., Murray, L.V. & Humphreys, J. (2024). Transforming futures: The economic engine of HBCUs. Frederick D. Patterson Research Institute, UNCF.

ARKANSAS:

The Power and Promise of HBCUs

The positive educational and economic impact of Arkansas' HBCUs is large and lasting. The numbers (based on 2022–23 data) tell the story.

KEY STATS:

- HBCUs make up **12%** of the four-year institutionsⁱ in Arkansas
- Enroll **23%** of Black undergraduate students in Arkansasⁱⁱ

DURING THE 2022–23 SCHOOL YEAR, ARKANSAS HBCUs CONFERRED:

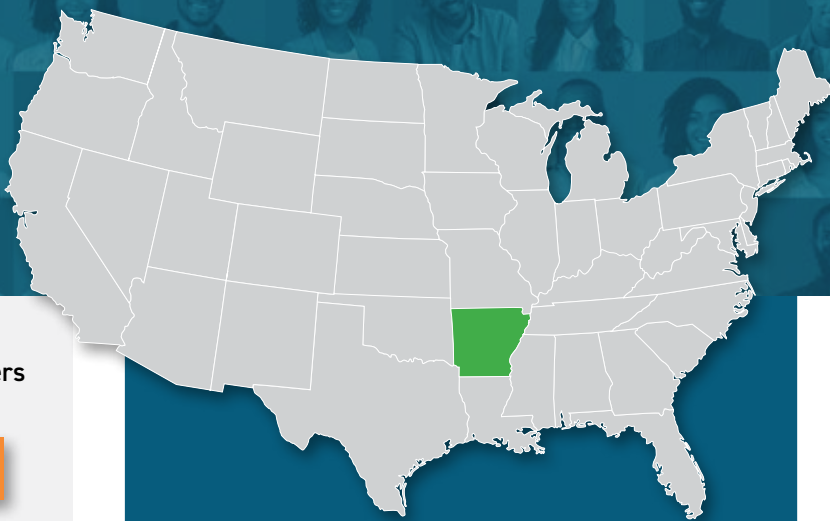
- **40%** of STEM bachelor's degrees earned by Black students
- Awarded **34%** of STEM bachelor's degrees to Black men statewide
- Awarded **45%** of STEM bachelor's degrees to Black women, including those in engineering, computer science, and agricultural science

POWERING STEM: NOTABLE HBCU GRADUATES FROM ARKANSAS:

- **Garland Trice**, University of Arkansas at Pine Bluff, Bachelor of Science in Computer Science—Founder of Bruce Technologies, Inc.
- **Dr. Ruth D. Jones**, University of Arkansas at Pine Bluff, Bachelor of Science in Physics—Former Deputy Division Chief, NASA George C. Marshall Space Flight Center

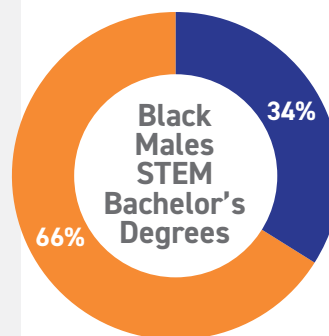
ECONOMIC IMPACTⁱⁱⁱ:

- **Total Economic Impact:** Arkansas' HBCUs generate **\$191 million** in total economic impact.
- **Total Employment Impact:** Arkansas' HBCUs generate **1,990 jobs** for its local and regional economy.
- **Total Lifetime Earnings for Graduates:** The **606** Arkansas HBCU graduates in 2021 can expect total earnings of **\$1.6 billion** over their lifetimes.

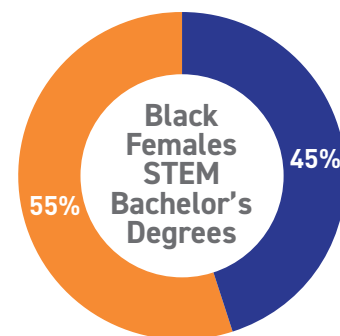


FOUR-YEAR HBCUs IN ARKANSAS

- Arkansas Baptist College
- Philander Smith College
- Shorter College
- University at Pine Bluff



■ Black HBCU Students
■ Black Non-HBCU Students



■ Black HBCU Students
■ Black Non-HBCU Students

ⁱ Institutions are comprised of 4-year public and private not-for-profit bachelor-degree granting institutions.

ⁱⁱ Only 4-year public and private not-for-profit bachelor-degree granting institutions were used in this analysis.

ⁱⁱⁱ The source of HBCU economic impact data in this report is McClendon, N., Kouaho, J.E., Njoku, N., Murray, L.V. & Humphreys, J. (2024). Transforming futures: The economic engine of HBCUs. Frederick D. Patterson Research Institute, UNCF.

DELAWARE

The Power and Promise of HBCUs

The positive educational and economic impact of Delaware's HBCUs is large and lasting. The numbers (based on 2022–23 data) tell the story.

KEY STATS:

- HBCUs make up **20%** of the four-year institutionsⁱ in Delaware
- Enroll **34%** of Black undergraduate students in Delawareⁱⁱ

DURING THE 2022–23 SCHOOL YEAR, DELAWARE HBCUs CONFERRED:

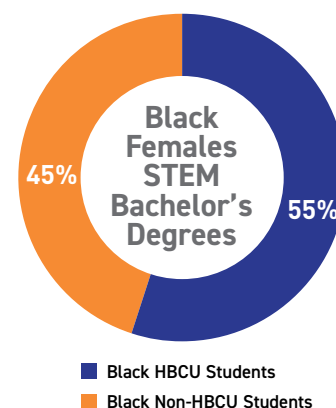
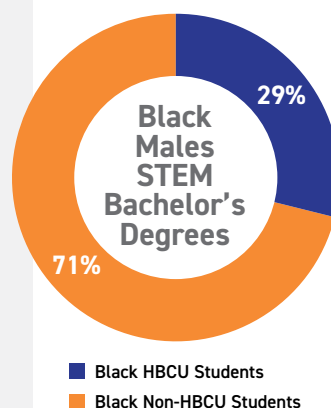
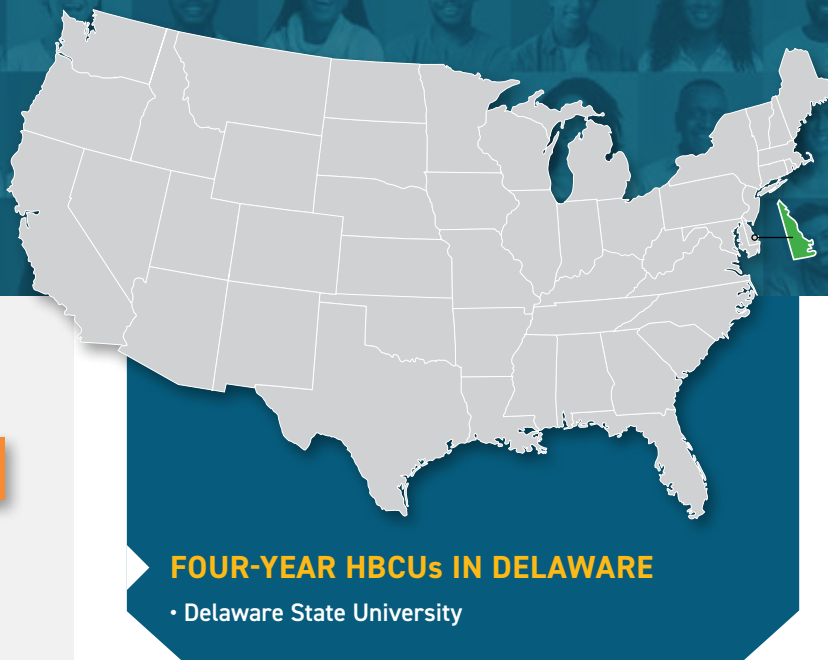
- **43%** of STEM bachelor's degrees earned by Black students
- Awarded **29%** of STEM bachelor's degrees to Black men statewide
- Awarded **55%** of STEM bachelor's degrees to Black women, including those in engineering, computer science, and agricultural science

POWERING STEM: NOTABLE HBCU GRADUATES FROM DELAWARE:

- **Myoshi C. Aubain**, Delaware State University, Bachelor of Science in Chemistry—Vice President of Operations & Supply Chain, Solenis
- **David G. Turner**, Delaware State University, Bachelor of Science in Computer Science and Mathematics—Managing Partners, IBM

ECONOMIC IMPACTⁱⁱⁱ:

- **Total Economic Impact:** Delaware's HBCUs generate **\$301 million** in total economic impact.
- **Total Employment Impact:** Delaware's HBCUs generate **2,690 jobs** for its local and regional economy.
- **Total Lifetime Earnings for Graduates:** The **776** Delaware HBCU graduates in 2021 can expect total earnings of **\$2.2 billion** over their lifetimes.



ⁱ Institutions are comprised of 4-year public and private not-for-profit bachelor-degree granting institutions.

ⁱⁱ Only 4-year public and private not-for-profit bachelor-degree granting institutions were used in this analysis.

ⁱⁱⁱ The source of HBCU economic impact data in this report is McClendon, N., Kouaho, J.E., Njoku, N., Murray, L.V. & Humphreys, J. (2024). Transforming futures: The economic engine of HBCUs. Frederick D. Patterson Research Institute, UNCF.

DISTRICT OF COLUMBIA

The Power and Promise of HBCUs

The positive educational and economic impact of the District of Columbia's HBCUs is large and lasting. The numbers (based on 2022–23 data) tell the story.

KEY STATS:

- HBCUs make up **25%** of the four-year institutionsⁱ in District of Columbia
- Enroll **73%** of Black undergraduate students in District of Columbiaⁱⁱ

DURING THE 2022–23 SCHOOL YEAR, DCs HBCUs CONFERRED:

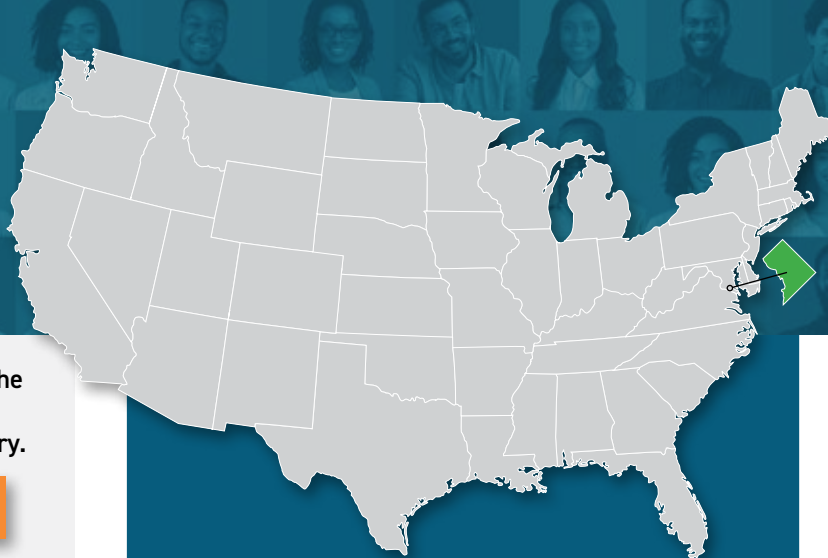
- **76%** of STEM bachelor's degrees earned by Black students
- Awarded **74%** of STEM bachelor's degrees to Black men statewide
- Awarded **77%** of STEM bachelor's degrees to Black women, including those in engineering, computer science, and agricultural science

POWERING STEM: NOTABLE HBCU GRADUATES FROM DC:

- **Dr. Camille Wardrop Alleyne**, Howard University, Bachelor of Science in Mechanical and Aerospace Engineering—Founder, and CEO, Arusha Space, LLC
- **Howard Prioleau**, Howard University, Bachelor of Science in Computer Science—Google PhD Fellow

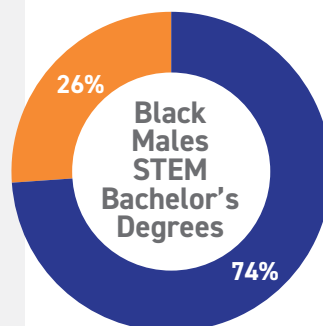
ECONOMIC IMPACTⁱⁱⁱ:

- **Total Economic Impact:** District of Columbia's HBCUs generate **\$2 billion** in total economic impact.
- **Total Employment Impact:** District of Columbia's HBCUs generate **12,181 jobs** for its local and regional economy.
- **Total Lifetime Earnings for Graduates:** The **3,122** District of Columbia HBCU graduates in 2021 can expect total earnings of **\$10 billion** over their lifetimes.

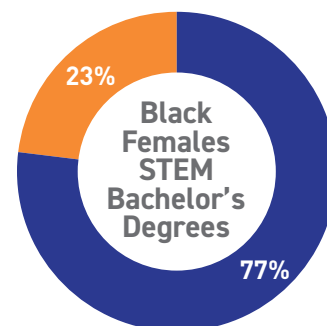


FOUR-YEAR HBCUs IN THE DISTRICT OF COLUMBIA

- Howard University
- University of the District of Columbia



■ Black HBCU Students
■ Black Non-HBCU Students



■ Black HBCU Students
■ Black Non-HBCU Students

ⁱ Institutions are comprised of 4-year public and private not-for-profit bachelor-degree granting institutions.

ⁱⁱ Only 4-year public and private not-for-profit bachelor-degree granting institutions were used in this analysis.

ⁱⁱⁱ The source of HBCU economic impact data in this report is McClendon, N., Kouaho, J.E., Njoku, N., Murray, L.V. & Humphreys, J. (2024). Transforming futures: The economic engine of HBCUs. Frederick D. Patterson Research Institute, UNCF.

FLORIDA

The Power and Promise of HBCUs

The positive educational and economic impact of Florida's HBCUs is large and lasting. The numbers (based on 2022–23 data) tell the story.

KEY STATS:

- HBCUs make up **5%** of the four-year institutionsⁱ in Florida
- Enroll **9%** of Black undergraduate students in Floridaⁱⁱ

DURING THE 2022–23 SCHOOL YEAR, FLORIDA HBCUs CONFERRED:

- **15%** of STEM bachelor's degrees earned by Black students
- Awarded **11%** of STEM bachelor's degrees to Black men statewide
- Awarded **19%** of STEM bachelor's degrees to Black women, including those in engineering, computer science, and agricultural science

POWERING STEM: NOTABLE HBCU GRADUATES FROM FLORIDA:

- **Dr. Asegun Henry**, Florida Agricultural and Mechanical University, Bachelor of Science, Mechanical Engineering—Founder and CTO, Fourth Power
- **Dr. Jami Valentine Miller**, Florida Agricultural & Mechanical University, Bachelor of Science, Physics—Founder and CEO, AAWIP (African American Women in Physics, Inc)

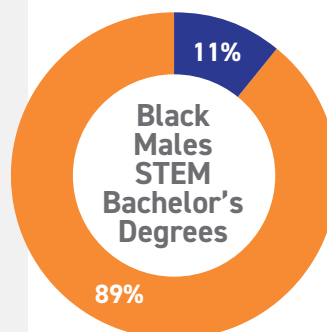
ECONOMIC IMPACTⁱⁱⁱ:

- **Total Economic Impact:** Florida's HBCUs generate **\$906.3 million** in total economic impact.
- **Total Employment Impact:** Florida's HBCUs generate **7,679 jobs** for its local and regional economy.
- **Total Lifetime Earnings for Graduates:** The **2,979** Florida HBCU graduates in 2021 can expect total earnings of **\$9.1 billion** over their lifetimes.

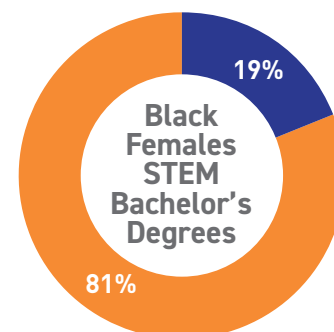


FOUR-YEAR HBCUs IN FLORIDA

- Bethune-Cookman University
- Edward Waters University
- Florida Agricultural and Mechanical University
- Florida Memorial University



■ Black HBCU Students
■ Black Non-HBCU Students



■ Black HBCU Students
■ Black Non-HBCU Students

ⁱ Institutions are comprised of 4-year public and private not-for-profit bachelor-degree granting institutions.

ⁱⁱ Only 4-year public and private not-for-profit bachelor-degree granting institutions were used in this analysis.

ⁱⁱⁱ The source of HBCU economic impact data in this report is McClendon, N., Kouaho, J.E., Njoku, N., Murray, L.V. & Humphreys, J. (2024). Transforming futures: The economic engine of HBCUs. Frederick D. Patterson Research Institute, UNCF.

GEORGIA

The Power and Promise of HBCUs

The positive educational and economic impact of Georgia's HBCUs is large and lasting. The numbers (based on 2022–23 data) tell the story.

KEY STATS:

- HBCUs make up **12%** of the four-year institutionsⁱ in Georgia
- Enroll **21%** of Black undergraduate students in Georgiaⁱⁱ

DURING THE 2022–23 SCHOOL YEAR, GEORGIA HBCUs CONFERRED:

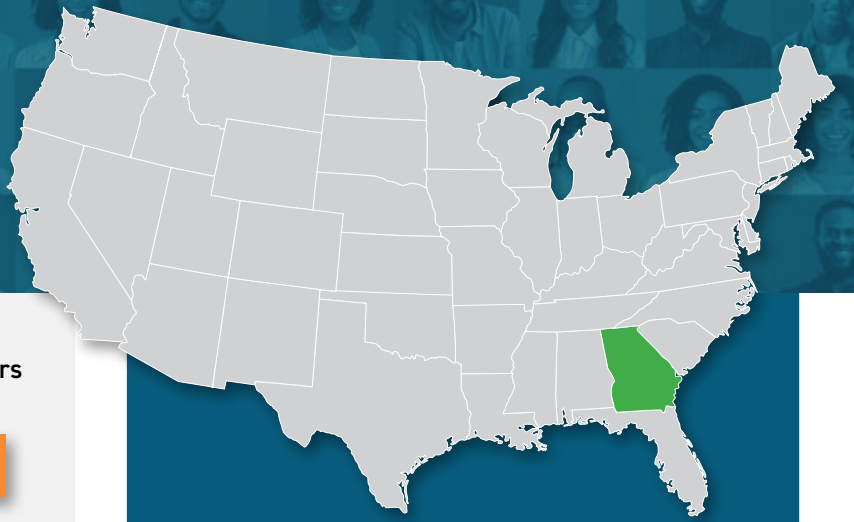
- **20%** of STEM bachelor's degrees earned by Black students
- Awarded **17%** of STEM bachelor's degrees to Black men statewide
- Awarded **23%** of STEM bachelor's degrees to Black women, including those in engineering, computer science, and agricultural science

POWERING STEM: NOTABLE HBCU GRADUATES FROM GEORGIA:

- **Nzinga Tull**, Spelman College, Bachelor of Science in Mathematics—Senior Systems Engineer, Jackson & Tull Aerospace
- **Theodore Colbert III**, Morehouse College, Bachelor of Science in General Science—Former President and CEO of Boeing Defense, Space & Security

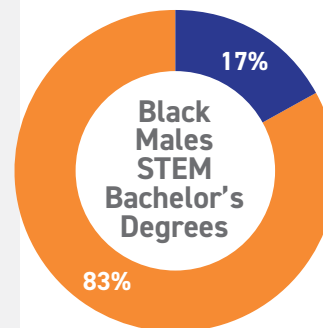
ECONOMIC IMPACTⁱⁱⁱ:

- **Total Economic Impact:** Georgia's HBCUs generate **\$1.6 billion** in total economic impact.
- **Total Employment Impact:** Georgia's HBCUs generate **13,133 jobs** for its local and regional economy.
- **Total Lifetime Earnings for Graduates:** The **4,151** Georgia HBCU graduates in 2021 can expect total earnings of **\$11.8 billion** over their lifetimes.

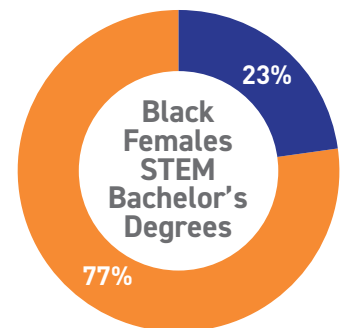


FOUR-YEAR HBCUs IN GEORGIA

- Albany State University
- Clark Atlanta University
- Fort Valley State University
- Morehouse College
- Morris Brown College
- Paine College
- Savannah State University
- Spelman College



■ Black HBCU Students
■ Black Non-HBCU Students



■ Black HBCU Students
■ Black Non-HBCU Students

ⁱ Institutions are comprised of 4-year public and private not-for-profit bachelor-degree granting institutions.

ⁱⁱ Only 4-year public and private not-for-profit bachelor-degree granting institutions were used in this analysis.

ⁱⁱⁱ The source of HBCU economic impact data in this report is McClendon, N., Kouaho, J.E., Njoku, N., Murray, L.V. & Humphreys, J. (2024). Transforming futures: The economic engine of HBCUs. Frederick D. Patterson Research Institute, UNCF.

KENTUCKY

The Power and Promise of HBCUs

The positive educational and economic impact of Kentucky's HBCUs is large and lasting. The numbers (based on 2022–23 data) tell the story.

KEY STATS:

- HBCUs make up **7%** of the four-year institutionsⁱ in Kentucky
- Enroll **11%** of Black undergraduate students in Kentuckyⁱⁱ

DURING THE 2022–23 SCHOOL YEAR, KENTUCKY HBCUs CONFERRED:

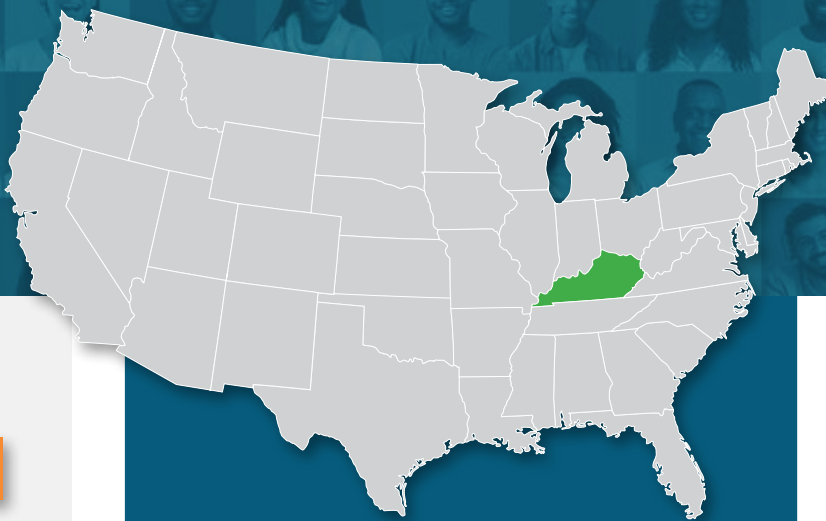
- **7%** of STEM bachelor's degrees earned by Black students
- Awarded **7%** of STEM bachelor's degrees to Black men statewide
- Awarded **8%** of STEM bachelor's degrees to Black women, including those in engineering, computer science, and agricultural science

POWERING STEM: NOTABLE HBCU GRADUATES FROM KENTUCKY:

- **Lakishia Byrd**, Kentucky State University, Bachelor of Arts in Chemistry—Clinical Laboratory Sciences, Eli Lilly and Company
- **Derek Macauley**, Kentucky State University, Bachelor of Science in Computer Science—Senior Network Security Architect, Charter Communications

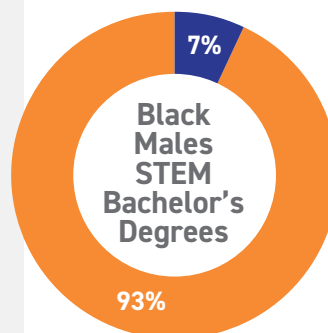
ECONOMIC IMPACTⁱⁱⁱ:

- **Total Economic Impact:** Kentucky's HBCUs generate **\$118.7 million** in total economic impact.
- **Total Employment Impact:** Kentucky's HBCUs generate **1,198 jobs** for its local and regional economy.
- **Total Lifetime Earnings for Graduates:** The **223** Kentucky HBCU graduates in 2021 can expect total earnings of **\$619 million** over their lifetimes.

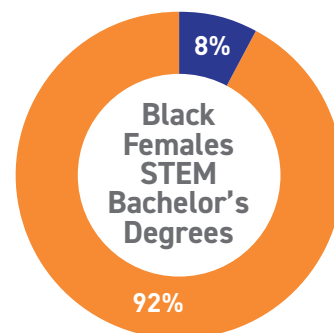


FOUR-YEAR HBCUs IN KENTUCKY

- Kentucky State University
- Simmons College of Kentucky



■ Black HBCU Students
■ Black Non-HBCU Students



■ Black HBCU Students
■ Black Non-HBCU Students

ⁱ Institutions are comprised of 4-year public and private not-for-profit bachelor-degree granting institutions.

ⁱⁱ Only 4-year public and private not-for-profit bachelor-degree granting institutions were used in this analysis.

ⁱⁱⁱ The source of HBCU economic impact data in this report is McClendon, N., Kouaho, J.E., Njoku, N., Murray, L.V. & Humphreys, J. (2024). Transforming futures: The economic engine of HBCUs. Frederick D. Patterson Research Institute, UNCF.

LOUISIANA

The Power and Promise of HBCUs

The positive educational and economic impact of Louisiana's HBCUs is large and lasting. The numbers (based on 2022–23 data) tell the story.

KEY STATS:

- HBCUs make up **17%** of the four-year institutions³⁵ in Louisiana
- Enroll **39%** of Black undergraduate students in Louisiana³⁶

DURING THE 2022–23 SCHOOL YEAR, LOUISIANA HBCUs CONFERRED:

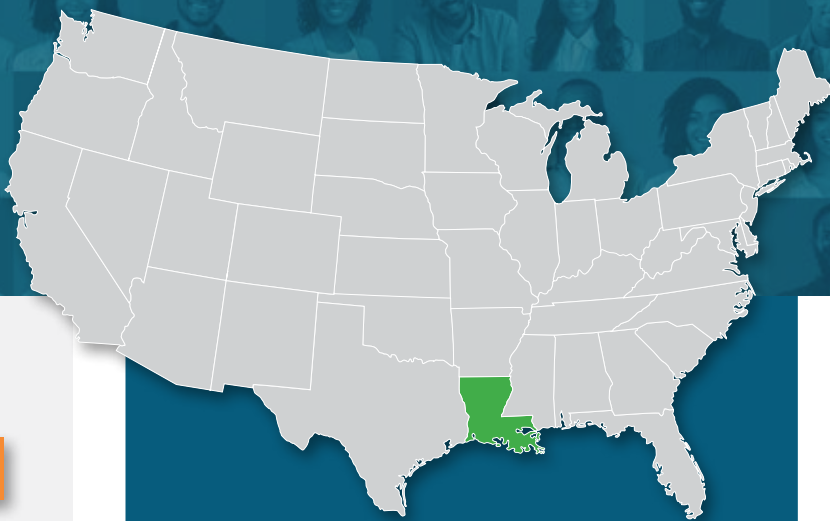
- **50%** of STEM bachelor's degrees earned by Black students
- Awarded **39%** of STEM bachelor's degrees to Black men statewide
- Awarded **57%** of STEM bachelor's degrees to Black women, including those in engineering, computer science, and agricultural science

POWERING STEM: NOTABLE HBCU GRADUATES FROM LOUISIANA:

- **Dr. Trinity Johnson**, Southern University and A&M College, Bachelor of Science in Agricultural Sciences, Plant and Soil Science—Natural Hazards & Climatology Researcher
- **Dr. Jamel Alexander**, Xavier University of Louisiana, Bachelor of Science in Physics—Senior Aerospace Engineer, United States Department of War

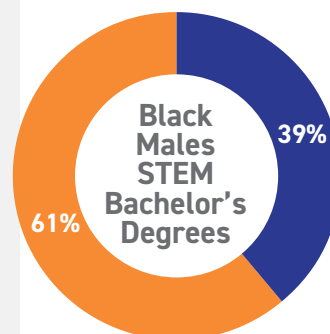
ECONOMIC IMPACTⁱⁱⁱ:

- **Total Economic Impact:** Louisiana's HBCUs generate **\$1.1 billion** in total economic impact.
- **Total Employment Impact:** Louisiana's HBCUs generate **9,486 jobs** for its local and regional economy.
- **Total Lifetime Earnings for Graduates:** The **3,325** Louisiana HBCU graduates in 2021 can expect total earnings of **\$10.1 billion** over their lifetimes.

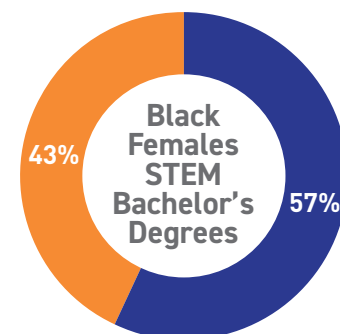


FOUR-YEAR HBCUs IN LOUISIANA

- Dillard University
- Grambling State University
- Southern University and A&M College
- Southern University at New Orleans
- Southern University at Shreveport
- Xavier University of Louisiana



■ Black HBCU Students
■ Black Non-HBCU Students



■ Black HBCU Students
■ Black Non-HBCU Students

ⁱ Institutions are comprised of 4-year public and private not-for-profit bachelor-degree granting institutions.

ⁱⁱ Only 4-year public and private not-for-profit bachelor-degree granting institutions were used in this analysis.

ⁱⁱⁱ The source of HBCU economic impact data in this report is McClendon, N., Kouaho, J.E., Njoku, N., Murray, L.V. & Humphreys, J. (2024). Transforming futures: The economic engine of HBCUs. Frederick D. Patterson Research Institute, UNCF.

MARYLAND

The Power and Promise of HBCUs

The positive educational and economic impact of Maryland's HBCUs is large and lasting. The numbers (based on 2022–23 data) tell the story.

KEY STATS:

- HBCUs make up **13%** of the four-year institutionsⁱ in Maryland
- Enroll **30%** of Black undergraduate students in Marylandⁱⁱ

DURING THE 2022–23 SCHOOL YEAR, MARYLAND HBCUs CONFERRED:

- **19%** of STEM bachelor's degrees earned by Black students
- Awarded **16%** of STEM bachelor's degrees to Black men statewide
- Awarded **23%** of STEM bachelor's degrees to Black women, including those in engineering, computer science, and agricultural science

POWERING STEM: NOTABLE HBCU GRADUATES FROM MARYLAND:

- **Dr. Tsehai Grell**, Morgan State University, Bachelor of Science in Chemistry—Senior Scientist, Johnson & Johnson Innovative Medicine
- **Dr. Brett Jefferson**, Morgan State University, Bachelor of Science in Mathematics—Human Factors Scientist, Pacific Northwest National Laboratory

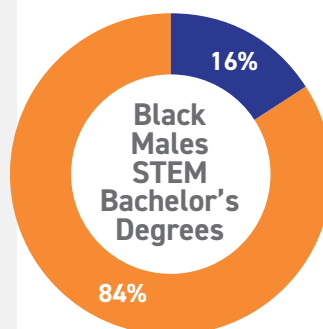
ECONOMIC IMPACTⁱⁱⁱ:

- **Total Economic Impact:** Maryland's HBCUs generate **\$1.2 billion** in total economic impact.
- **Total Employment Impact:** Maryland's HBCUs generate **10,050 jobs** for its local and regional economy.
- **Total Lifetime Earnings for Graduates:** The **3,556** Maryland HBCU graduates in 2021 can expect total earnings of **\$10.5 billion** over their lifetimes.

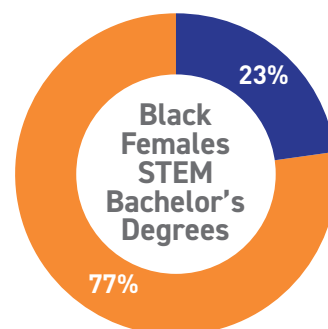


FOUR-YEAR HBCUs IN MARYLAND

- Bowie State University
- Coppin State University
- Morgan State University
- University of Maryland Eastern Shore



■ Black HBCU Students
■ Black Non-HBCU Students



■ Black HBCU Students
■ Black Non-HBCU Students

ⁱ Institutions are comprised of 4-year public and private not-for-profit bachelor-degree granting institutions.

ⁱⁱ Only 4-year public and private not-for-profit bachelor-degree granting institutions were used in this analysis.

ⁱⁱⁱ The source of HBCU economic impact data in this report is McClendon, N., Kouaho, J.E., Njoku, N., Murray, L.V. & Humphreys, J. (2024). Transforming futures: The economic engine of HBCUs. Frederick D. Patterson Research Institute, UNCF.

MISSISSIPPI

The Power and Promise of HBCUs

The positive educational and economic impact of Mississippi's HBCUs is large and lasting. The numbers (based on 2022–23 data) tell the story.

KEY STATS:

- HBCUs make up **29%** of the four-year institutionsⁱ in Mississippi
- Enroll **47%** of Black undergraduate students in Mississippiⁱⁱ

DURING THE 2022–23 SCHOOL YEAR, MISSISSIPPI HBCUs CONFERRED:

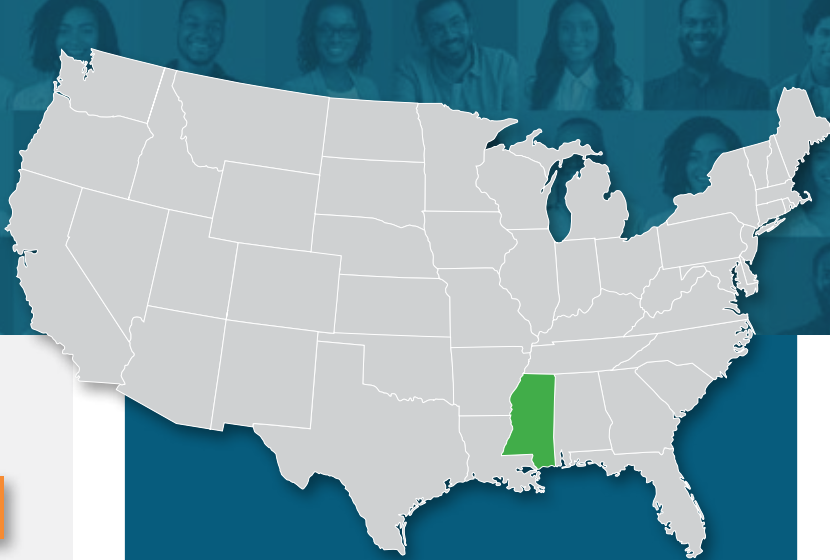
- **60%** of STEM bachelor's degrees earned by Black students
- Awarded **55%** of STEM bachelor's degrees to Black men statewide
- Awarded **64%** of STEM bachelor's degrees to Black women, including those in engineering, computer science, and agricultural science

POWERING STEM: NOTABLE HBCU GRADUATES FROM MISSISSIPPI:

- **Dr. Benjamin Harvey**, Mississippi Valley State University, Bachelor of Arts in Computer Science—Founder, AI Squared
- **Dr. Shyretha Brown**, Jackson State University, Bachelor of Science in Biology—Founder, Building Bridges, Inc.

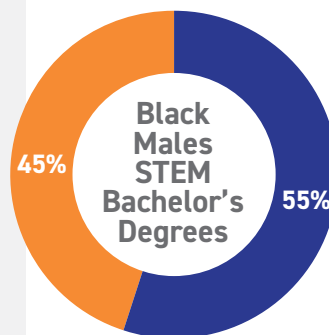
ECONOMIC IMPACTⁱⁱⁱ:

- **Total Economic Impact:** Mississippi's HBCUs generate **\$695.3 million** in total economic impact.
- **Total Employment Impact:** Mississippi's HBCUs generate **6,988 jobs** for its local and regional economy.
- **Total Lifetime Earnings for Graduates:** The **3,215** Mississippi HBCU graduates in 2021 can expect total earnings of **\$9.1 billion** over their lifetimes.

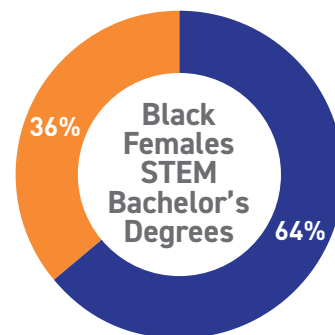


FOUR-YEAR HBCUs IN MISSISSIPPI

- Alcorn State University
- Jackson State University
- Mississippi Valley State University
- Rust College
- Tougaloo College



■ Black HBCU Students
■ Black Non-HBCU Students



■ Black HBCU Students
■ Black Non-HBCU Students

ⁱ Institutions are comprised of 4-year public and private not-for-profit bachelor-degree granting institutions.

ⁱⁱ Only 4-year public and private not-for-profit bachelor-degree granting institutions were used in this analysis.

ⁱⁱⁱ The source of HBCU economic impact data in this report is McClendon, N., Kouaho, J.E., Njoku, N., Murray, L.V. & Humphreys, J. (2024). Transforming futures: The economic engine of HBCUs. Frederick D. Patterson Research Institute, UNCF.

MISSOURI

The Power and Promise of HBCUs

The positive educational and economic impact of Missouri's HBCUs is large and lasting. The numbers (based on 2022–23 data) tell the story.

KEY STATS:

- HBCUs make up **4%** of the four-year institutionsⁱ in Missouri
- Enroll **8%** of Black undergraduate students in Missouriⁱⁱ

DURING THE 2022–23 SCHOOL YEAR, MISSOURI HBCUs CONFERRED:

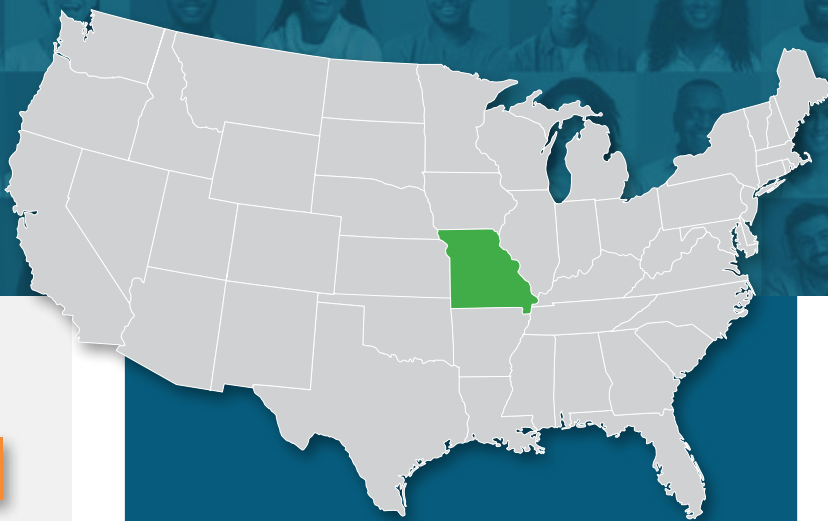
- **17%** of STEM bachelor's degrees earned by Black students
- Awarded **6%** of STEM bachelor's degrees to Black men statewide
- Awarded **26%** of STEM bachelor's degrees to Black women, including those in engineering, computer science, and agricultural science

POWERING STEM: NOTABLE HBCU GRADUATES FROM MISSOURI:

- **Dr. William S. Swatson**, Lincoln University of Missouri, Bachelor of Science in Biology General—Senior Molecular Clinical Specialist, Roche
- **Karlus Cozart**, Lincoln University of Missouri, Bachelor of Applied Science in Civil Engineering Technology—Consultant, A-E-C Consulting LLC

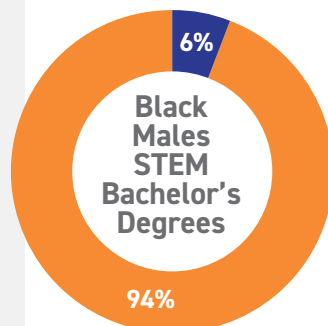
ECONOMIC IMPACTⁱⁱⁱ:

- **Total Economic Impact:** Missouri's HBCUs generate **\$196.3 million** in total economic impact.
- **Total Employment Impact:** Missouri's HBCUs generate **1,792 jobs** for its local and regional economy.
- **Total Lifetime Earnings for Graduates:** The **513** Missouri HBCU graduates in 2021 can expect total earnings of **\$1.4 billion** over their lifetimes.

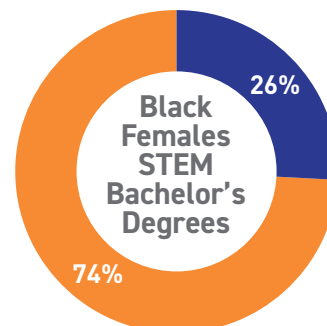


FOUR-YEAR HBCUs IN MISSOURI⁴⁶

- Harris-Stowe State University
- Lincoln University of Missouri



■ Black HBCU Students
■ Black Non-HBCU Students



■ Black HBCU Students
■ Black Non-HBCU Students

ⁱ Institutions are comprised of 4-year public and private not-for-profit bachelor-degree granting institutions.

ⁱⁱ Only 4-year public and private not-for-profit bachelor-degree granting institutions were used in this analysis.

ⁱⁱⁱ The source of HBCU economic impact data in this report is McClendon, N., Kouaho, J.E., Njoku, N., Murray, L.V. & Humphreys, J. (2024). Transforming futures: The economic engine of HBCUs. Frederick D. Patterson Research Institute, UNCF.

NORTH CAROLINA

The Power and Promise of HBCUs

The positive educational and economic impact of North Carolina's HBCUs is large and lasting. The numbers (based on 2022–23 data) tell the story.

KEY STATS:

- HBCUs make up **16%** of the four-year institutionsⁱ in North Carolina
- Enroll **49%** of Black undergraduate students in North Carolinaⁱⁱ

DURING THE 2022–23 SCHOOL YEAR, NORTH CAROLINA HBCUs CONFERRED:

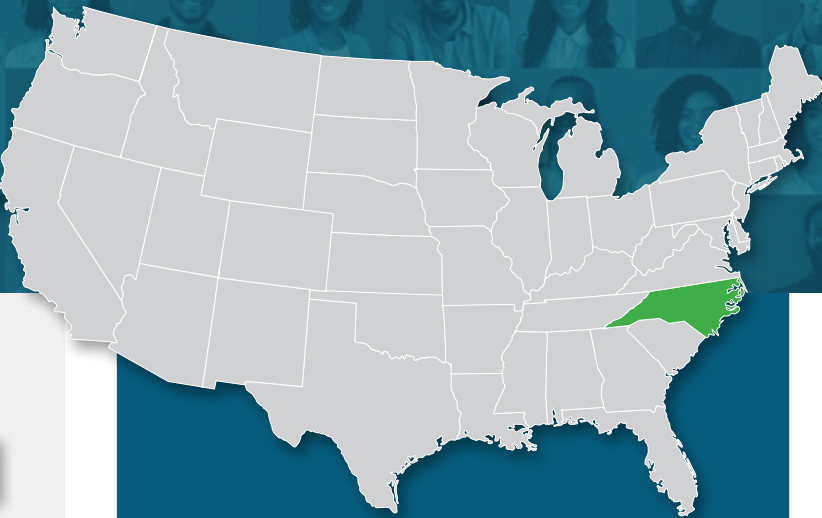
- **44%** of STEM bachelor's degrees earned by Black students
- Awarded **43%** of STEM bachelor's degrees to Black men statewide
- Awarded **45%** of STEM bachelor's degrees to Black women, including those in engineering, computer science, and agricultural science

POWERING STEM: NOTABLE HBCU GRADUATES FROM NORTH CAROLINA:

- **Dr. Emmanuel Dorley**, North Carolina A&T University, Bachelor of Science in Computer Engineering, Assistant Professor in Computer Science, University of Florida
- **Dr. Melanie Harrison Okoro**, Johnson C. Smith University, Bachelor of Science in Biology—CEO, Eco-Alpha

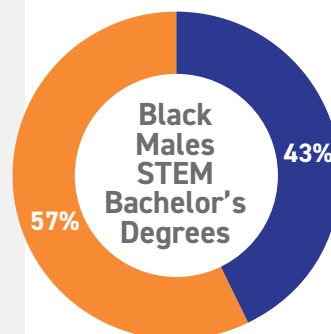
ECONOMIC IMPACTⁱⁱⁱ:

- **Total Economic Impact:** North Carolina's HBCUs generate **\$1.8 billion** in total economic impact.
- **Total Employment Impact:** North Carolina's HBCUs generate **16,242 jobs** for its local and regional economy.
- **Total Lifetime Earnings for Graduates:** The **7,751** North Carolina HBCU graduates in 2021 can expect total earnings of **\$22.9 billion** over their lifetimes.

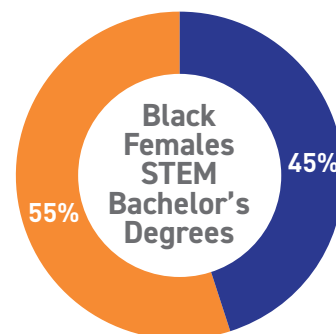


FOUR-YEAR HBCUs IN NORTH CAROLINA⁴⁹

- Bennett College
- Elizabeth City State University
- Fayetteville State University
- Johnson C. Smith University
- Livingstone College
- North Carolina A&T State University
- North Carolina Central University
- Saint Augustine's University
- Shaw University
- Winston-Salem State University



■ Black HBCU Students
■ Black Non-HBCU Students



■ Black HBCU Students
■ Black Non-HBCU Students

ⁱ Institutions are comprised of 4-year public and private not-for-profit bachelor-degree granting institutions.

ⁱⁱ Only 4-year public and private not-for-profit bachelor-degree granting institutions were used in this analysis.

ⁱⁱⁱ The source of HBCU economic impact data in this report is McClendon, N., Kouaho, J.E., Njoku, N., Murray, L.V. & Humphreys, J. (2024). Transforming futures: The economic engine of HBCUs. Frederick D. Patterson Research Institute, UNCF.

OHIO

The Power and Promise of HBCUs

The positive educational and economic impact of Ohio's HBCUs is large and lasting. The numbers (based on 2022–23 data) tell the story.

KEY STATS:

- HBCUs make up **2%** of the four-year institutionsⁱ in Ohio
- Enroll **6%** of Black undergraduate students in Ohioⁱⁱ

DURING THE 2022–23 SCHOOL YEAR, OHIO HBCUs CONFERRED:

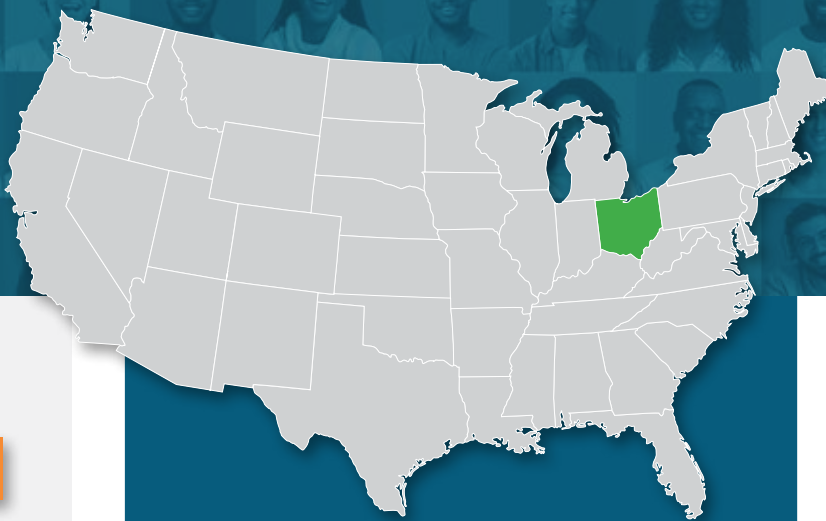
- **5%** of STEM bachelor's degrees earned by Black students
- Awarded **2%** of STEM bachelor's degrees to Black men statewide
- Awarded **10%** of STEM bachelor's degrees to Black women, including those in engineering, computer science, and agricultural science

POWERING STEM: NOTABLE HBCU GRADUATES FROM OHIO:

- **Bryan B. Smith**, Central State University, Bachelor of Science in Environmental Health Engineering—Senior Environmental Engineer, Pivotal Environmental
- **Dr. Jennifer N. Williams**, Wilberforce University, Bachelor of Science in Chemistry—Artificial Intelligence (AI) Associate Analyst, Digitiv

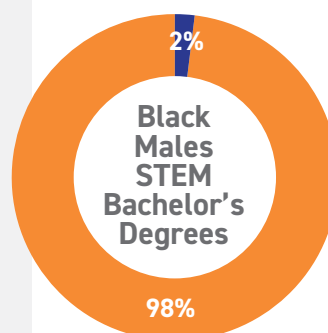
ECONOMIC IMPACTⁱⁱⁱ:

- **Total Economic Impact:** Ohio's HBCUs generate **\$128.6 million** in total economic impact.
- **Total Employment Impact:** Ohio's HBCUs generate **1,215 jobs** for its local and regional economy.
- **Total Lifetime Earnings for Graduates:** The **346** Ohio HBCU graduates in 2021 can expect total earnings of **\$979.2 million** over their lifetimes.

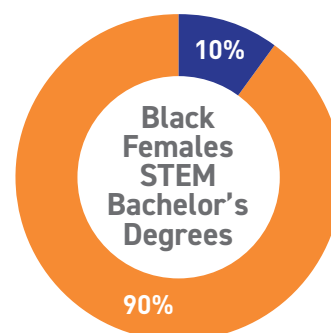


FOUR-YEAR HBCUs IN OHIO

- Central State University
- Wilberforce University



■ Black HBCU Students
■ Black Non-HBCU Students



■ Black HBCU Students
■ Black Non-HBCU Students

ⁱ Institutions are comprised of 4-year public and private not-for-profit bachelor-degree granting institutions.

ⁱⁱ Only 4-year public and private not-for-profit bachelor-degree granting institutions were used in this analysis.

ⁱⁱⁱ The source of HBCU economic impact data in this report is McClendon, N., Kouaho, J.E., Njoku, N., Murray, L.V. & Humphreys, J. (2024). Transforming futures: The economic engine of HBCUs. Frederick D. Patterson Research Institute, UNCF.

OKLAHOMA

The Power and Promise of HBCUs

The positive educational and economic impact of Oklahoma's HBCUs is large and lasting. The numbers (based on 2022–23 data) tell the story.

KEY STATS:

- HBCUs make up **4%** of the four-year institutionsⁱ in Oklahoma
- Enroll **17%** of Black undergraduate students in Oklahomaⁱⁱ

DURING THE 2022–23 SCHOOL YEAR, OKLAHOMA HBCUs CONFERRED:

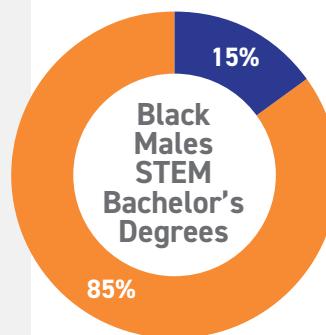
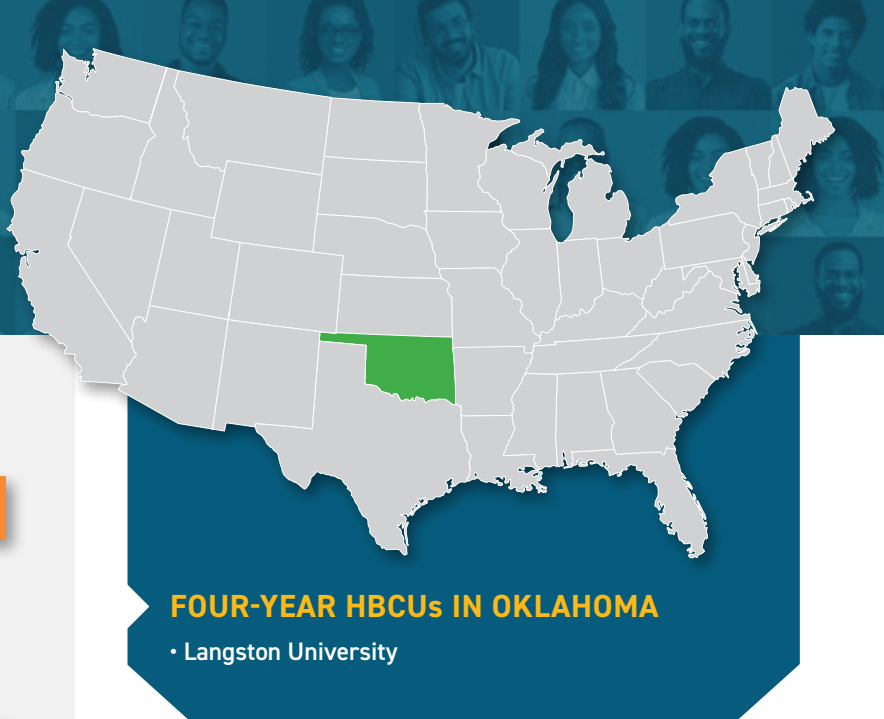
- **15%** of STEM bachelor's degrees earned by Black students
- Awarded **15%** of STEM bachelor's degrees to Black men statewide
- Awarded **16%** of STEM bachelor's degrees to Black women, including those in engineering, computer science, and agricultural science

POWERING STEM: NOTABLE HBCU GRADUATES FROM OKLAHOMA:

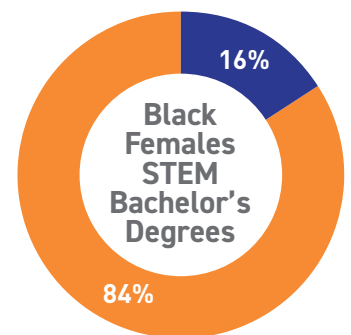
- **Tairyn Bruce**, Langston University, Bachelor of Science in Agriculture—Environmental Health and Safety Consultant, Triumvirate Environmental
- **Dr. Antwan Daniels**, Langston University, Bachelor of Applied Science in Chemistry—Principal Investigator, Scientists Seeking Strategic Sustainable Solutions LLC

ECONOMIC IMPACTⁱⁱⁱ:

- **Total Economic Impact:** Oklahoma's HBCUs generate **\$99.2 million** in total economic impact.
- **Total Employment Impact:** Oklahoma's HBCUs generate **761 jobs** for its local and regional economy.
- **Total Lifetime Earnings for Graduates:** The **360** Oklahoma HBCU graduates in 2021 can expect total earnings of **\$1 billion** over their lifetimes.



■ Black HBCU Students
■ Black Non-HBCU Students



■ Black HBCU Students
■ Black Non-HBCU Students

ⁱ Institutions are comprised of 4-year public and private not-for-profit bachelor-degree granting institutions.

ⁱⁱ Only 4-year public and private not-for-profit bachelor-degree granting institutions were used in this analysis.

ⁱⁱⁱ The source of HBCU economic impact data in this report is McClendon, N., Kouaho, J.E., Njoku, N., Murray, L.V. & Humphreys, J. (2024). Transforming futures: The economic engine of HBCUs. Frederick D. Patterson Research Institute, UNCF.

PENNSYLVANIA

The Power and Promise of HBCUs

The positive educational and economic impact of Pennsylvania's HBCUs is large and lasting. The numbers (based on 2022–23 data) tell the story.

KEY STATS:

- HBCUs make up **2%** of the four-year institutionsⁱ in Pennsylvania
- Enroll **6%** of Black undergraduate students in Pennsylvaniaⁱⁱ

DURING THE 2022–23 SCHOOL YEAR, PENNSYLVANIA HBCUs CONFERRED:

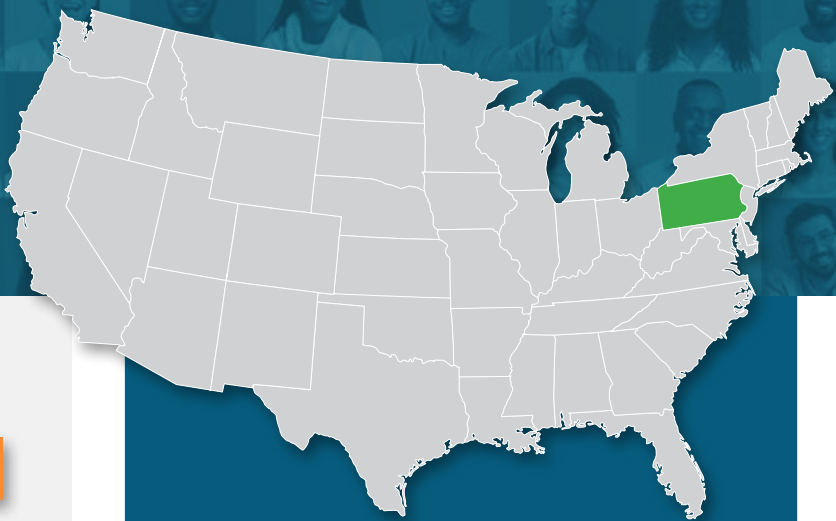
- **4%** of STEM bachelor's degrees earned by Black students
- Awarded **3%** of STEM bachelor's degrees to Black men statewide
- Awarded **5%** of STEM bachelor's degrees to Black women, including those in engineering, computer science, and agricultural science

POWERING STEM: NOTABLE HBCU GRADUATES FROM PENNSYLVANIA:

- **Anisha Simpson**, Cheyney University of Pennsylvania, Bachelor of Science in Biology—CEO, Epiphany Biotech
- **Dr. Jalaal Hayes**, Lincoln University of Pennsylvania, Bachelor of Science in General Science—CEO, Evince, Inc

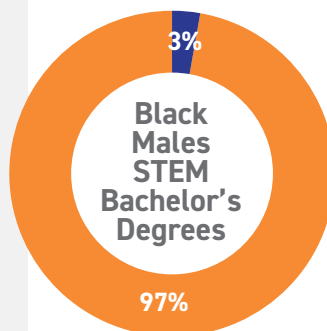
ECONOMIC IMPACTⁱⁱⁱ:

- **Total Economic Impact:** Pennsylvania's HBCUs generate **\$189.8 million** in total economic impact.
- **Total Employment Impact:** Pennsylvania's HBCUs generate **1,439 jobs** for its local and regional economy.
- **Total Lifetime Earnings for Graduates:** The **607** Pennsylvania HBCU graduates in 2021 can expect total earnings of **\$1.7 billion** over their lifetimes.

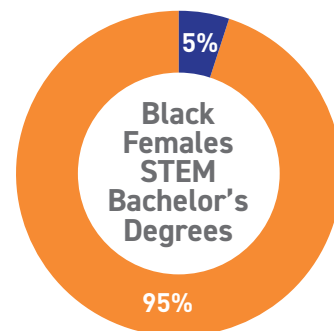


FOUR-YEAR HBCUs IN PENNSYLVANIA

- Cheyney University of Pennsylvania
- Lincoln University of Pennsylvania



■ Black HBCU Students
■ Black Non-HBCU Students



■ Black HBCU Students
■ Black Non-HBCU Students

ⁱ Institutions are comprised of 4-year public and private not-for-profit bachelor-degree granting institutions.

ⁱⁱ Only 4-year public and private not-for-profit bachelor-degree granting institutions were used in this analysis.

ⁱⁱⁱ The source of HBCU economic impact data in this report is McClendon, N., Kouaho, J.E., Njoku, N., Murray, L.V. & Humphreys, J. (2024). Transforming futures: The economic engine of HBCUs. Frederick D. Patterson Research Institute, UNCF.

SOUTH CAROLINA

The Power and Promise of HBCUs

The positive educational and economic impact of South Carolina's HBCUs is large and lasting. The numbers (based on 2022–23 data) tell the story.

KEY STATS:

- HBCUs make up **19%** of the four-year institutionsⁱ in South Carolina
- Enroll **29%** of Black undergraduate students in South Carolinaⁱⁱ

DURING THE 2022–23 SCHOOL YEAR, SOUTH CAROLINA HBCUs CONFERRED:

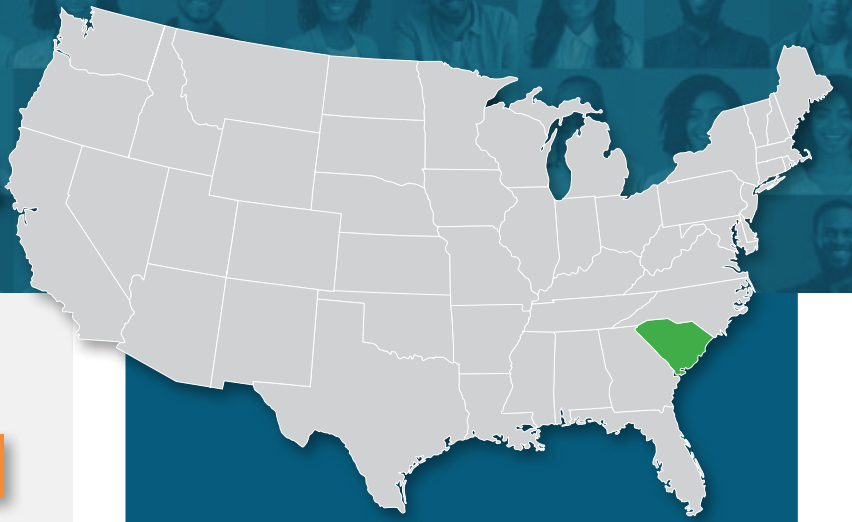
- **26%** of STEM bachelor's degrees earned by Black students
- Awarded **22%** of STEM bachelor's degrees to Black men statewide
- Awarded **29%** of STEM bachelor's degrees to Black women, including those in engineering, computer science, and agricultural science

POWERING STEM: NOTABLE HBCU GRADUATES FROM SOUTH CAROLINA:

- **Dr. Naja A. Mack**, Claflin University, Bachelor of Science in Computer Engineering—Assistant Professor of Computer Science, Director of the Center for Equitable AI and Machine Learning Systems, Morgan State University
- **Dr. Sheldon Bernard**, Benedict College, Bachelor of Science in Physics—Research and Development Project Manager, Hewlett-Packard

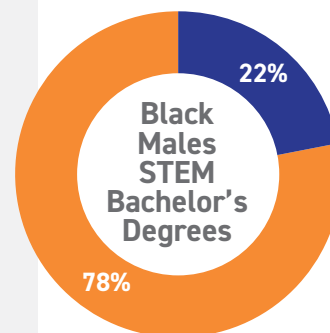
ECONOMIC IMPACTⁱⁱⁱ:

- **Total Economic Impact:** South Carolina's HBCUs generate **\$424.4 million** in total economic impact.
- **Total Employment Impact:** South Carolina's HBCUs generate **4,402 jobs** for its local and regional economy.
- **Total Lifetime Earnings for Graduates:** The **1,419** South Carolina HBCU graduates in 2021 can expect total earnings of **\$3.9 billion** over their lifetimes.

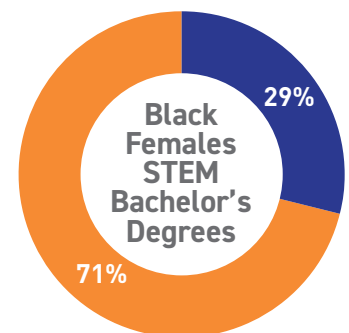


FOUR-YEAR HBCUs IN SOUTH CAROLINA

- Allen University
- Benedict College
- Claflin University
- Clinton College
- Morris College
- South Carolina State University
- Voorhees College



■ Black HBCU Students
■ Black Non-HBCU Students



■ Black HBCU Students
■ Black Non-HBCU Students

ⁱ Institutions are comprised of 4-year public and private not-for-profit bachelor-degree granting institutions.

ⁱⁱ Only 4-year public and private not-for-profit bachelor-degree granting institutions were used in this analysis.

ⁱⁱⁱ The source of HBCU economic impact data in this report is McClendon, N., Kouaho, J.E., Njoku, N., Murray, L.V. & Humphreys, J. (2024). Transforming futures: The economic engine of HBCUs. Frederick D. Patterson Research Institute, UNCF.

TENNESSEE

The Power and Promise of HBCUs

The positive educational and economic impact of Tennessee's HBCUs is large and lasting. The numbers (based on 2022–23 data) tell the story.

KEY STATS:

- HBCUs make up **12%** of the four-year institutionsⁱ in Tennessee
- Enroll **28%** of Black undergraduate students in Tennesseeⁱⁱ

DURING THE 2022–23 SCHOOL YEAR, TENNESSEE HBCUs CONFERRED:

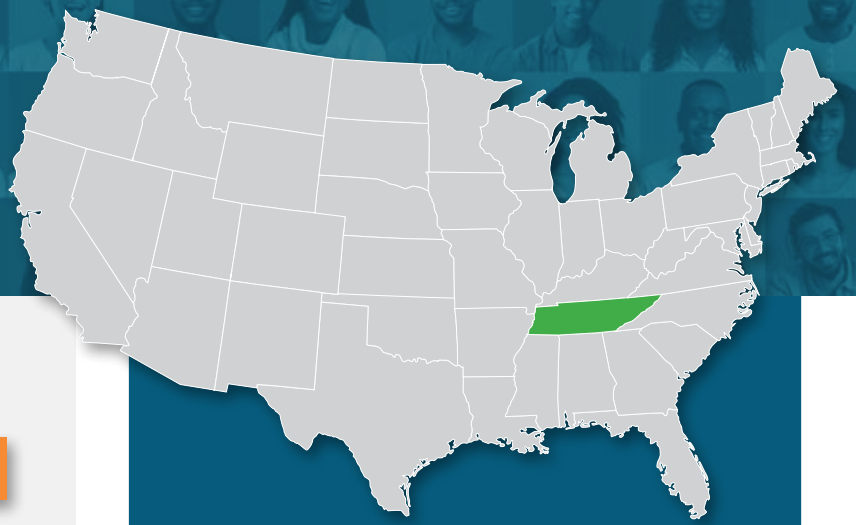
- **34%** of STEM bachelor's degrees earned by Black students
- Awarded **28%** of STEM bachelor's degrees to Black men statewide
- Awarded **39%** of STEM bachelor's degrees to Black women, including those in engineering, computer science, and agricultural science

POWERING STEM: NOTABLE HBCU GRADUATES FROM TENNESSEE:

- **Dr. Clarice Phelps**, Bachelor of Science in Chemistry, Tennessee State University—Principle Investigator, Oak Ridge National Laboratory
- **Earl White**, Bachelor of Science, Chemistry, Fisk University—Laboratory Scientist, Dolan Integration Group

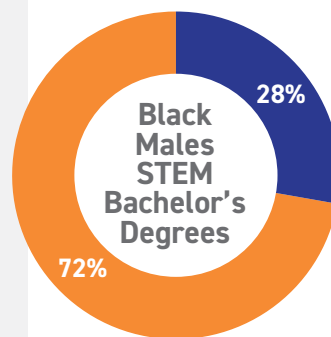
ECONOMIC IMPACTⁱⁱⁱ:

- **Total Economic Impact:** Tennessee's HBCUs generate **\$992.1 million** in total economic impact.
- **Total Employment Impact:** Tennessee's HBCUs generate **7,087 jobs** for its local and regional economy.
- **Total Lifetime Earnings for Graduates:** The **2,134** Tennessee HBCU graduates in 2021 can expect total earnings of **\$6.7 billion** over their lifetimes.

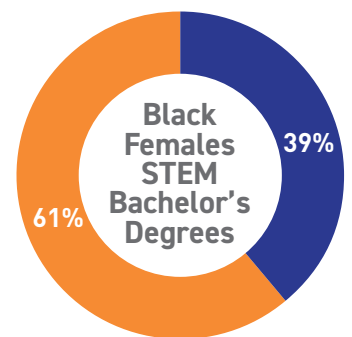


FOUR-YEAR HBCUs IN TENNESSEE

- American Baptist College
- LeMoyne-Owen College
- Fisk University
- Tennessee State University
- Lane College



■ Black HBCU Students
■ Black Non-HBCU Students



■ Black HBCU Students
■ Black Non-HBCU Students

ⁱ Institutions are comprised of 4-year public and private not-for-profit bachelor-degree granting institutions.

ⁱⁱ Only 4-year public and private not-for-profit bachelor-degree granting institutions were used in this analysis.

ⁱⁱⁱ The source of HBCU economic impact data in this report is McClendon, N., Kouaho, J.E., Njoku, N., Murray, L.V. & Humphreys, J. (2024). Transforming futures: The economic engine of HBCUs. Frederick D. Patterson Research Institute, UNCF.

TEXAS

The Power and Promise of HBCUs

The positive educational and economic impact of Texas' HBCUs is large and lasting. The numbers (based on 2022–23 data) tell the story.

KEY STATS:

- HBCUs make up **7%** of the four-year institutionsⁱ in Texas
- Enroll **13%** of Black undergraduate students in Texasⁱⁱ

DURING THE 2022–23 SCHOOL YEAR, TEXAS HBCUs CONFERRED:

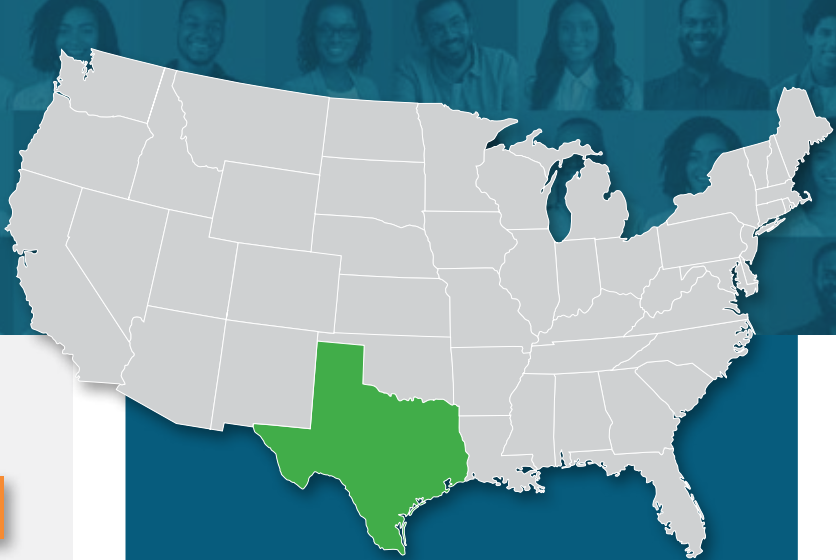
- **22%** of STEM bachelor's degrees earned by Black students
- Awarded **18%** of STEM bachelor's degrees to Black men statewide
- Awarded **26%** of STEM bachelor's degrees to Black women, including those in engineering, computer science, and agricultural science

POWERING STEM: NOTABLE HBCU GRADUATES FROM TEXAS:

- **Adaeze Cadet**, Bachelor of Science, Architecture, Prairie View A&M University—Design Principal, HOK
- **Dr. Donyeil Hoy**, Bachelor of Science in Chemistry, Texas Southern University—Senior Scientist, AstraZeneca

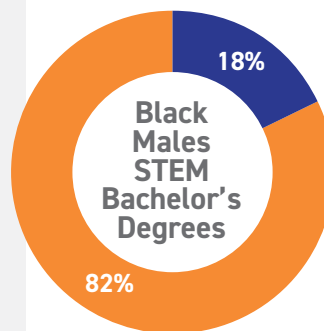
ECONOMIC IMPACTⁱⁱⁱ:

- **Total Economic Impact:** Texas' HBCUs generate **\$1.6 billion** in total economic impact.
- **Total Employment Impact:** Texas' HBCUs generate **12,625 jobs** for its local and regional economy.
- **Total Lifetime Earnings for Graduates:** The **5,857** Texas HBCU graduates in 2021 can expect total earnings of **\$15.4 billion** over their lifetimes.

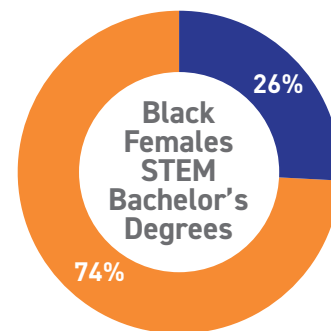


FOUR-YEAR HBCUs IN TEXAS

- Huston-Tillotson University
- Jarvis Christian College
- Paul Quinn College
- Prairie View A&M University
- Southwestern Christian College
- St. Philip's College
- Texas College
- Texas Southern University
- Wiley College



■ Black HBCU Students
■ Black Non-HBCU Students



■ Black HBCU Students
■ Black Non-HBCU Students

ⁱ Institutions are comprised of 4-year public and private not-for-profit bachelor-degree granting institutions.

ⁱⁱ Only 4-year public and private not-for-profit bachelor-degree granting institutions were used in this analysis.

ⁱⁱⁱ The source of HBCU economic impact data in this report is McClendon, N., Kouaho, J.E., Njoku, N., Murray, L.V. & Humphreys, J. (2024). Transforming futures: The economic engine of HBCUs. Frederick D. Patterson Research Institute, UNCF.

VIRGINIA

The Power and Promise of HBCUs

The positive educational and economic impact of Virginia's HBCUs is large and lasting. The numbers (based on 2022–23 data) tell the story.

KEY STATS:

- HBCUs make up **11%** of the four-year institutionsⁱ in Virginia
- Enroll **31%** of Black undergraduate students in Virginiaⁱⁱ

DURING THE 2022–23 SCHOOL YEAR, VIRGINIA HBCUs CONFERRED:

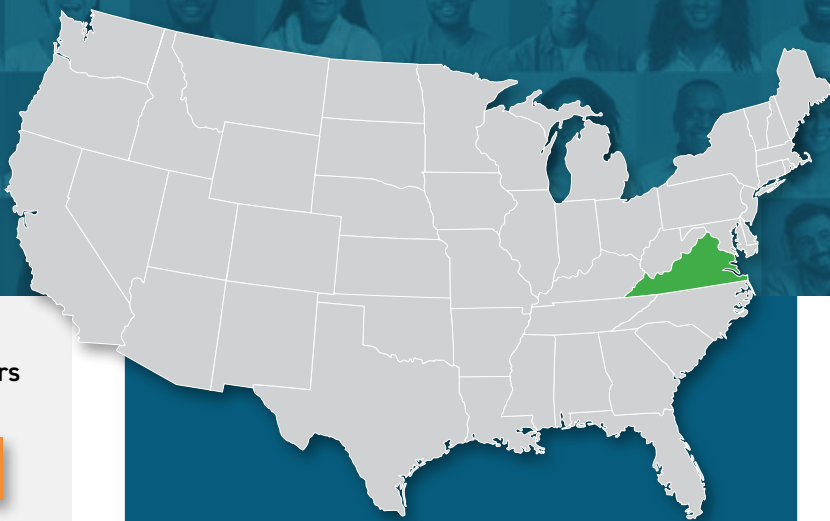
- **27%** of STEM bachelor's degrees earned by Black students
- Awarded **24%** of STEM bachelor's degrees to Black men statewide
- Awarded **31%** of STEM bachelor's degrees to Black women, including those in engineering, computer science, and agricultural science

POWERING STEM: NOTABLE HBCU GRADUATES FROM VIRGINIA:

- **Dr. Opel Jones**, Bachelor of Science in Mathematics, Hampton University—Senior Professional Staff, John Hopkins University Applied Physics Laboratory
- **Dr. Chelsea Jones**, Bachelor of Science in Actuarial Science, Virginia State University—Operations Research Analyst, GovCIO

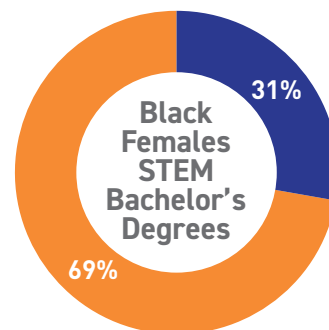
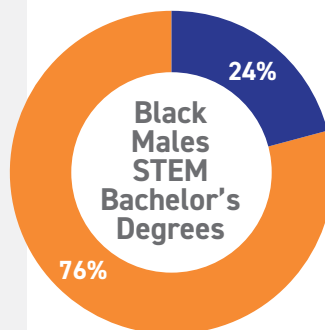
ECONOMIC IMPACTⁱⁱⁱ:

- **Total Economic Impact:** Virginia's HBCUs generate **\$1 billion** in total economic impact.
- **Total Employment Impact:** Virginia's HBCUs generate **9,136 jobs** for its local and regional economy.
- **Total Lifetime Earnings for Graduates:** The **2,775** Virginia HBCU graduates in 2021 can expect total earnings of **\$8.2 billion** over their lifetimes.



FOUR-YEAR HBCUs IN VIRGINIA

- Hampton University
- Norfolk State University
- Virginia State University
- Virginia Union University
- Virginia University of Lynchburg



ⁱ Institutions are comprised of 4-year public and private not-for-profit bachelor-degree granting institutions.

ⁱⁱ Only 4-year public and private not-for-profit bachelor-degree granting institutions were used in this analysis.

ⁱⁱⁱ The source of HBCU economic impact data in this report is McClendon, N., Kouaho, J.E., Njoku, N., Murray, L.V. & Humphreys, J. (2024). Transforming futures: The economic engine of HBCUs. Frederick D. Patterson Research Institute, UNCF.

VIRGIN ISLANDS

The Power and Promise of HBCUs



The positive educational and economic impact of the Virgin Islands' HBCUs is large and lasting. The numbers (based on 2022–23 data) tell the story.

KEY STATS:

- HBCUs make up **100%** of the four-year institutionsⁱ in the Virgin Islands
- Enroll **100%** of Black undergraduate students in the Virgin Islandsⁱ

DURING THE 2022–23 SCHOOL YEAR, THE VIRGIN ISLANDS HBCUs CONFERRED:

- **100%** of STEM bachelor's degrees earned by Black students
- Awarded **100%** of STEM bachelor's degrees to Black men statewide
- Awarded **100%** of STEM bachelor's degrees to Black women, including those in engineering, computer science, and agricultural science

POWERING STEM: NOTABLE HBCU GRADUATES FROM THE VIRGIN ISLANDS:

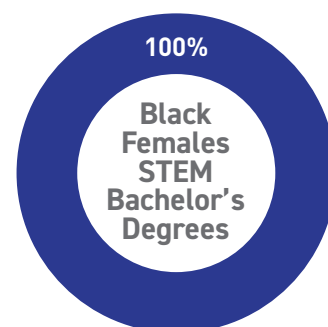
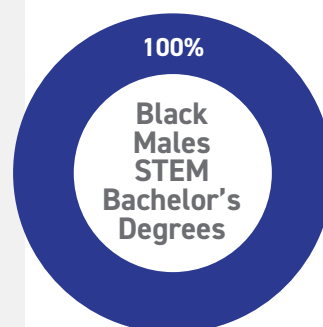
- **Dr. Lewis H. Bennett**, Bachelor of Science in Biology, University of the Virgin Islands—Biomedical Life Scientist, Leidos
- **Ayishih Bellew**, Bachelor of Science in Computer Science, University of the Virgin Islands—Research Statistician

ECONOMIC IMPACTⁱⁱⁱ:

- **Total Economic Impact:** The Virgin Islands' HBCUs generate **\$108.2 million** in total economic impact.
- **Total Employment Impact:** The Virgin Islands' HBCUs generate **1,211 jobs** for its local and regional economy.
- **Total Lifetime Earnings for Graduates:** The **282** Virgin Islands HBCU graduates in 2021 can expect total earnings of **\$813.2 million** over their lifetimes.

FOUR-YEAR HBCUs IN THE VIRGIN ISLANDS

- University of the Virgin Islands



ⁱ Institutions are comprised of 4-year public and private not-for-profit bachelor-degree granting institutions.

ⁱⁱ Only 4-year public and private not-for-profit bachelor-degree granting institutions were used in this analysis.

ⁱⁱⁱ The source of HBCU economic impact data in this report is McClendon, N., Kouaho, J.E., Njoku, N., Murray, L.V. & Humphreys, J. (2024). Transforming futures: The economic engine of HBCUs. Frederick D. Patterson Research Institute, UNCF.

WEST VIRGINIA

The Power and Promise of HBCUs

The positive educational and economic impact of West Virginia's HBCUs is large and lasting. The numbers (based on 2022–23 data) tell the story.

KEY STATS:

- HBCUs make up **11%** of the four-year institutionsⁱ in West Virginia
- Enroll **15%** of Black undergraduate students in West Virginiaⁱⁱ

DURING THE 2022–23 SCHOOL YEAR, WEST VIRGINIA HBCUs CONFERRED:

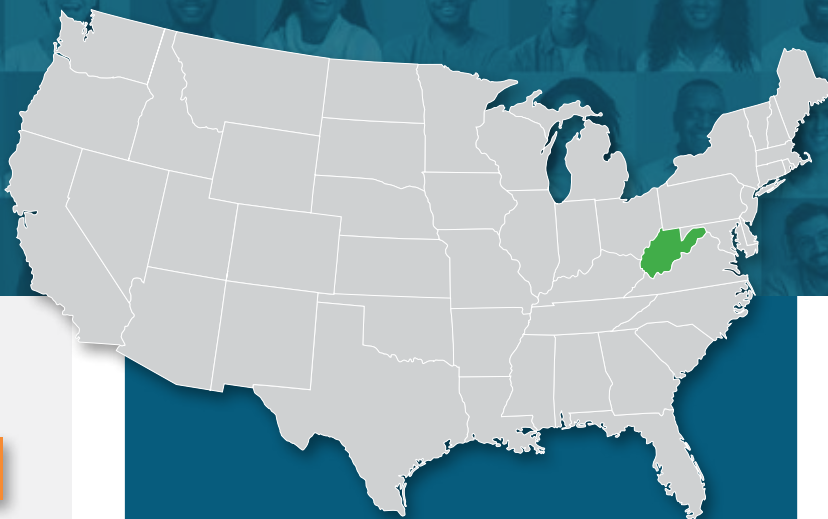
- **2%** of STEM bachelor's degrees earned by Black students
- Awarded **0%** of STEM bachelor's degrees to Black men statewide
- Awarded **7%** of STEM bachelor's degrees to Black women, including those in engineering, computer science, and agricultural science

POWERING STEM: NOTABLE HBCU GRADUATES FROM WEST VIRGINIA:

- **Cheryl Hopkins**, Bachelor of Science in Chemistry, West Virginia State University—Senior Scientist, Rise Baking Company
- **Dr. Feyijimi Adegbohun**, Bachelor of Science in Electrical and Electronics Engineering, Bluefield State University—Co-founder, Stealth Startup

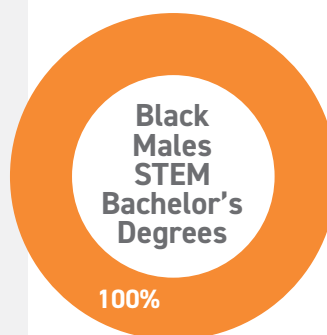
ECONOMIC IMPACTⁱⁱⁱ:

- **Total Economic Impact:** West Virginia's HBCUs generate **\$144.8 million** in total economic impact.
- **Total Employment Impact:** West Virginia's HBCUs generate **1,309 jobs** for its local and regional economy.
- **Total Lifetime Earnings for Graduates:** The **701** West Virginia HBCU graduates in 2021 can expect total earnings of **\$1.9 billion** over their lifetimes.

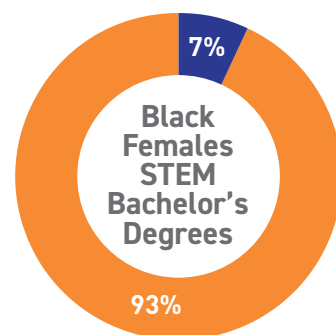


FOUR-YEAR HBCUs IN WEST VIRGINIA

- Bluefield State College
- West Virginia State College



■ Black HBCU Students
■ Black Non-HBCU Students



■ Black HBCU Students
■ Black Non-HBCU Students

ⁱ Institutions are comprised of 4-year public and private not-for-profit bachelor-degree granting institutions.

ⁱⁱ Only 4-year public and private not-for-profit bachelor-degree granting institutions were used in this analysis.

ⁱⁱⁱ The source of HBCU economic impact data in this report is McClendon, N., Kouaho, J.E., Njoku, N., Murray, L.V. & Humphreys, J. (2024). Transforming futures: The economic engine of HBCUs. Frederick D. Patterson Research Institute, UNCF.



CONCLUSION

This report provides information on how HBCUs contribute to STEM education at the state and local levels. Despite operating under historical inequities that have produced limited resources and a myriad of financial constraints, HBCUs continually achieve remarkable outcomes in STEM fields. The report further substantiates that these institutions prioritize the academic and professional success of their students in STEM disciplines throughout their undergraduate educational career.

Moreover, HBCUs frequently collaborate with other academic institutions, governmental agencies, and private organizations to conduct STEM research and create opportunities to diversify the workforce.²⁷ Within the changing terrain of STEM, HBCU presidents remain integral pieces of the puzzle in attracting talented educators and students, maintaining critical inroads with the STEM community, and fostering a vision for mitigating key issues challenging communities of color with care.²⁸ This report not only contributes to the body of knowledge in education and research; it also informs policy decisions aimed at improving the lives of marginalized groups through investment, innovation, and evidence-based solutions.

The data further emphasizes the important role HBCUs play in the STEM educational landscape. These institutions deliver consistent returns on investment by offering diverse STEM programs and initiatives that foster academic excellence and professional development in areas such as biology, engineering, computer science, and mathematics. Consequently, HBCUs make significant contributions to the socioeconomic mobility of their STEM graduates and, by extension, to the broader communities they serve by producing skilled professionals ready to enter critical industries.

This report emphasizes the importance of supporting these HBCUs through financial giving, so they may continue to focus on student success in STEM and produce graduates who are prepared for leadership in STEM fields. The legacy of HBCUs reflects their dedication to academic achievement and socioeconomic development, particularly in advancing STEM opportunities for underrepresented groups.

Additionally, HBCUs play a crucial role in increasing diversity within STEM higher education by educating a considerable number of Black college graduates annually. These institutions not only provide access to STEM education for underrepresented populations but also contribute to the socioeconomic advancement of individuals and communities. Their impact extends beyond graduation rates, as they cultivate STEM leadership, innovation, and civic engagement among their students.^{29 30}

²⁷ Williams, K.L., Dillon, E., Jones, J.L., Carter, S., Walker, W., & Melchior, S. (2025). Proving our worth: HBCUs, STEM partnerships and the marginalization of Black women in industry settings. *The Review of Higher Education*. Advance online publication on Project MUSE. <https://dx.doi.org/10.1353/rhe.0.a956307>

²⁸ McGee, E.O., Parker, L., Taylor, O.L., Mack, K., & Kanipes, M. (2021). HBCU presidents and their racially conscious approaches to diversifying STEM. *The Journal of Negro Education* 90(3), 288-305. <https://muse.jhu.edu/article/847767>

²⁹ Wade, E. (2021). The history of HBCUs: Lesson on innovation from the past. In G.B. Cosby, K.A White, M.A. Chanay, A.A Hilton., (Eds.), *Reimagining Historically Black Colleges and Universities: Survival Beyond 2021* (pp. 5-13).

³⁰ Horne, A., Ensley, C., Theus, S. M., & Theus, D. (2025). HBCUs: The College, The Community, and the Dynamics of Their Relationship to One Another. *Research Issues in Contemporary Education*, 10(1).



POLICY RECOMMENDATIONS

To ensure continued success and equitable investment in Historically Black Colleges and Universities (HBCUs), it is essential that federal policymakers prioritize the unique role these institutions play in developing STEM talent and strengthening the nation's workforce. As this report demonstrates, HBCUs consistently achieve outsized results despite limited resources. With targeted policy action, their impact could be even greater. UNCF recommends the following:

✓ Fully Fund the Strengthening HBCU Program (Title III, Part B of the Higher Education Act)

While the Strengthening HBCU Program was created to provide aid to institutions, this vital program continues to be underfunded. Congress set an authorization level of \$375,000,000 for HBCUs and \$125,000,000 specifically for graduate programs at HBCUs. In FY 2019, HBCUs received a total of \$282,420,000 for undergraduate programs and \$73,073,000 for graduate programs. While funding increased significantly in the FY 2018 and FY 2019 appropriation cycles, HBCU funding continues to be below the combined authorized levels by more than \$100,000,000. UNCF remains a firm believer that allowing HBCUs to gain access to these additional dollars will further enhance their ability to positively impact their students, their local economies, and their states by increased margins. Moving forward, it is our hope that Congress appropriates full funding for these programs.

✓ Invest in HBCU Infrastructure Through HBCU IGNITE

Applications to HBCUs have been rising for years, a trend expected to accelerate following recent Supreme Court decisions. To meet growing student demand and support national economic and workforce priorities, HBCUs urgently need robust, debt-free infrastructure funding. The Government Accountability Office (GAO) has thoroughly documented significant infrastructure deficits across HBCU campuses. UNCF supports the reintroduction of Rep. Alma Adams' Re-IGNITE Act and requests a minimum of \$300 million in FY 2026, with the full authorization level dedicated exclusively to HBCUs, due to longstanding inequities and documented unmet needs.

✓ Double the Pell Grant to Restore Its Purchasing Power

The Pell Grant remains the primary federal tool for helping students from economically disadvantaged backgrounds access higher education, yet its purchasing power has eroded significantly over time. To meaningfully address college affordability and support the students HBCUs disproportionately serve, Pell Grants must be strengthened. UNCF urges Congress to increase the maximum Pell Grant to no less than \$13,000, ensuring it once again covers a substantial share of college costs. Expanding this program is essential to preserving higher education as a pathway to economic mobility and leveling opportunity across the nation.



AFTERWORD

Afterword from Executive Vice President of Research, Dr. Walter Kimbrough

This latest report from the Frederick D. Patterson Research Institute clearly reminds us that HBCUs are *still* punching above their weight. While there are legitimate questions being raised about higher education today, research like this indicates that HBCUs produce graduates who are making meaningful contributions to both the nation and the world, and without question do so disproportionately.

Our new study continues recent work emphasizing the same conclusion. In a 2020 report by the U.S. National Science Foundation, entitled “The science behind HBCU success,” Wayna Wondwossen explains, “While HBCUs enroll about 9% of Black undergraduates in the U.S., they graduate a significantly higher percentage in critical fields such as engineering, mathematics, and biological sciences.”³¹ This 9% share of all Black students produced 17% of engineering degrees, 25% of mathematics degrees, and 30% of agriculture degrees conferred to Black graduates, respectively. Wondwossen explains further that, “HBCUs represent seven of the top eight institutions that graduate the highest number of Black undergraduate students who go on to earn S&E [Science and Engineering] doctorates.”

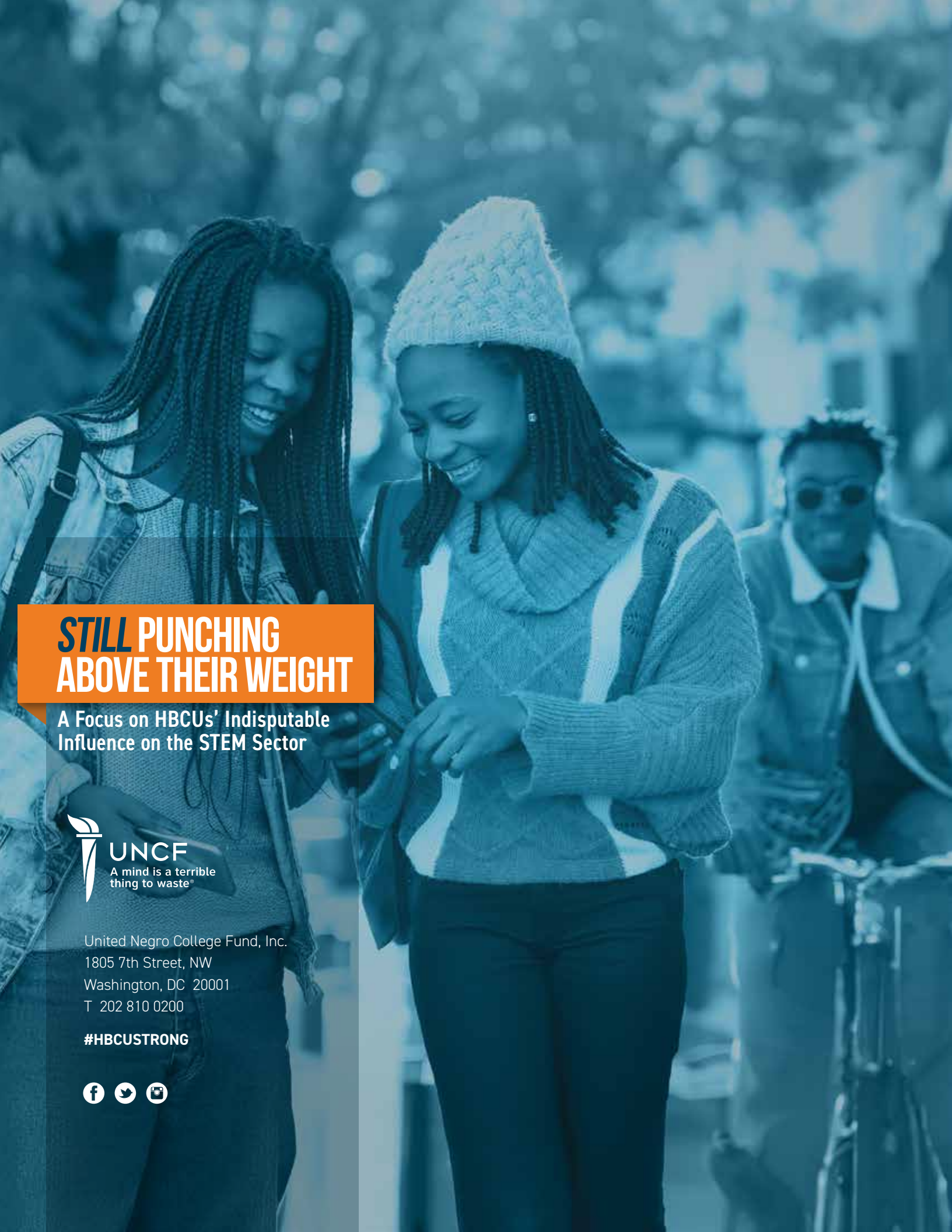
What makes this work even more remarkable is that HBCUs continue this disproportionate level of production with insufficient resources. However, over the last few years, philanthropists such as MacKenzie Scott, along with other worthy foundations, have invested new dollars in HBCUs, enabling these institutions and those supportive of their mission to broaden their impact with the resources students need and deserve. As historically under-resourced institutions that often serve students and families who have also been historically under-resourced, HBCUs continue to outperform expectations and offer a return on investment that has been grossly underestimated.

UNCF calls for additional support for HBCUs as they continue to build out their capacity for STEM education. State, federal, and philanthropic leaders must acknowledge that to meet the growing demand for highly skilled STEM professionals in this country, HBCUs are critical to our collective success. This report provides the data across a number of dimensions needed to say emphatically that HBCUs are still punching above their weight.

Suggested Citation:

Marshall, D., Harris, D., Copridge, K., Neal, D., & Murray, L. (2025). Frederick D. Patterson Research Institute, UNCF.

³¹ Wondwossen, W. (2020, September 24). The Science Behind HBCU Success. National Science Foundation. <https://www.nsf.gov/science-matters/science-behind-hbcu-success>



STILL PUNCHING ABOVE THEIR WEIGHT

**A Focus on HBCUs' Indisputable
Influence on the STEM Sector**



UNCF

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