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IMPLICATIONS FOR OUR STATE AND THE UNIVERSITY OF NORTH CAROLINA

North Carolina's Higher Education Demographic Challenges

Prepared For:
The University of North Carolina Tomorrow Commission

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North Carolina is experiencing a profound demographic transformation. Four sets of forces are principally driving the transformation: (1) high rates of immigration from Latin America and Asia; (2) the emergence of NC as an interstate Hispanic migration magnet; (3) high rates of fertility among the immigrant newcomers; and (4) the aging of the native-born population.

North Carolina led the nation in immigration driven population change during the 1990s (Figure 1). And the state's foreign born population has continued to grow rapidly since 2000. Immigrants, as a consequence, now account for 6.7% of the state's population, up from less than one percent in 1960 (Figure 2). Over the past 15 years, the state's immigrant population increased by 387% while its native born population increased by only 21% (Figure 3).

Along with its attractiveness as an international migration destination, North Carolina has also become a migration magnet for Hispanic movers from other U.S. jurisdictions, especially during the 1990s. Between 1995 and 2000, as Figure 4 shows, a large number of Hispanics moved to NC from six U.S. metropolitan areas: Los Angeles

(5,589), New York (5,040), Houston (3,623), Orange County, CA (2,733), Chicago (2,254), and Washington, DC (2,116). Hard data are not available, but anecdotal evidence suggests that Hispanic migration to NC from these metro areas has continued since 2000.

Population diversity has been further propelled by the high concentration of women in their childbearing years among Hispanics and other immigrant newcomers to the state. Between 1990 and 2003, births to Asian or Pacific Islanders (198.0%) and especially to Hispanics (816.8%) increased much more rapidly than births to all residents (13.2%), non-Hispanic whites (1.4%), and American Indians (9.0%) (Table 1). Black births declined by -11.6%. As a function of the rapid increase in Hispanic births, the Hispanic share of all North Carolina births increased from 1.6 percent in 1990 to 13.6 percent in 2003. Similarly, the Hispanic share of the population under age five in NC increased from 1.9 percent to 14.1 percent during this same period.

These developments—heightened international immigration, Hispanic migration from major U.S. metropolitan areas, and high fertility rates among Hispanic and immigrant newcomers—have dramatically changed the race/ethnic composition of NC's population. Between 1990 and 2005, the state's Hispanic (594.8%), Asian (193.7%), and Pacific Islander (52.3%) populations grew much more rapidly than the white (19.9%) and black (21.2%) populations (Figure 3).

At the same time that Hispanics—native- and foreign-born--and other immigrants are transforming the race/ethnic complexion of the state, the native born population is aging. In 2005, nearly half of the state's native born workforce was either aging baby boomers (born between 1946 and 1964—26.5%) or pre-boomers (born before 1946—

17%) (Table 2). As the native born population (median age 36), especially non-Hispanic whites (median age 39), continues to age out of the work force, North Carolina will become increasingly reliant on Hispanics (median age 25), immigrants (median age 34), and minorities (median age 29) to fuel future economic growth and development in the state.

What must North Carolina colleges and universities do to help the state respond to the challenges that emanate from these shifts in the demographic composition of the state's population? Four recommendations are advanced below.

1. North Carolina colleges and universities must become substantially more involved in K-12 education.

North Carolina public schools are challenged by a range of issues, including crumbling infrastructure, teacher shortages, deficits in teacher quality, and inadequate funding to provide the state's youth with a world class education. That the demography of the school age population is changing dramatically further complicates matters.

Over the past twenty years, the white share of students in the NC public school system declined from 67.2 percent (1985-86) to 57.5% (2004-05). This decline has been offset by an increase in the number of non-white students in the system, especially Hispanic youth. Over the past twenty years, Hispanic enrollment has increased by 2,614 percent (from 3,735 in 1985-86 to 101,380 in 2004-05), while overall enrollment grew by only 24 percent (from 1,086,130 in 1985-86 to 1,347,177 in 2004-05). Hispanic enrollment growth has been especially strong since the mid-1990s, increasing by 33,933 students between 1995 and 2000 and by 45,148 students between 2000 and 2004. During this four year period alone, Hispanic enrollment accounted for 57 percent of total enrollment growth in the NC public school system (Table 3).

Higher education must become more involved in K-12 education because the "crisis" is concentrated in school districts and in schools within districts with high concentrations of poor, minority, and immigrant children, who will constitute a majority of the traditional college age population in the years ahead.

The spatio-temporal convergence of the aging of the native born population on the one hand, and the influx of Hispanics and immigrants on the other, has created an interesting population dynamic whereby the state's minority youth are growing up in three types of communities that provide varying-- but uniformly relatively low—levels of support for education (Figure 5 and Table 4).

In 2005, nearly a third of black youth (31.6% or 142,918) and 28.5% of minority youth (203,194) in North Carolina lived in "racial generation gap" counties. As Figure 5 shows, there are 14 such counties in NC. In these communities, the adult population is predominantly white (57%) and the youth population (younger than 15) is predominantly nonwhite (55%) (Table 4). In fiscal matters, the whites—most of whom are empty nesters—are more likely to advocate for property tax cuts and retirement amenities, while the non-whites—most of whom have school-age children—are more inclined to lobby for additional resources for public education and other child development activities. But, only limited financial support exists for public education because whites make up a majority of the voters in these racial generation gap communities.

Fifteen percent of black youth (66,086) and 13.8% of minority youth (98,292) live in "minority-majority" counties. There are, as Figure 5 shows, 11 such counties in North Carolina. In these communities, the adult population (57%) and the youth population

(69%) are both predominantly nonwhite (Table 4). Though nonwhites are in the majority when it comes to their voting age and are more likely than whites to lobby for greater support for public schools, the local tax base is too small to ensure the students receive a high quality education. These are mostly low-wealth communities.

Fifty four percent of black youth (242,809) and 57.7% of minority youth (411,093) live in "majority-majority" communities. As Figure 5 shows, there are 75 such counties in North Carolina. In these communities, the adult population (75%) and the youth population (66%) are predominantly white (Table 4). What distinguishes these counties is the level of support for education; it is much stronger, especially among whites, than in the other two types of communities. But most of the minority youth, not unlike their counterparts in the "racial generation gap" and "minority-majority" communities, attend schools that are undergoing re-segregation. Forsyth County, for example, is a "majority-majority" community. Forty two percent of the 16,375 African American youth attend public schools that were at least 50 percent black in 2003-04.

Figure 6 shows the recent trend in county appropriations and supplemental taxes for education across these three types of NC communities. These data illustrate how a community's racial demography can affect the amount of resources available to educate children. Per-pupil allocations are substantially lower in the "minority-majority" and "racial generation gap" communities than in the "majority-majority" communities. And

while appropriations have increased in all three types of communities over the past five years, there is little sign of convergence. [1]

The impact of these resource allocation inequities is reflected in the distribution of low performing schools across the three NC community types (Figure 5). Fifty of NC's public schools-- 13 elementary schools, 17 middle schools, 14 high schools, and 6 charter schools--were rated as "low performing" in 2005-06, based on student performance on end of course tests. As Figure 5 shows, 26% of these schools were located in "racial generation gap" counties, 34% were in "minority-majority" counties, and 40% were in "majority-majority" counties.

Nonwhite youth accounted for 85 percent of enrollment in the state's 50 low performing schools, compared with 43 percent of enrollment in all schools in NC in 2005-06. The statistics with regard to student preparedness and performance were dire (Table 5).

- In comparison with a statewide average of 69.1%, only 43% of the elementary, 44% of the middle school, 40% of the high school, and 41% of the charter school students performed at grade level on end of course tests in 2005-06.
- Only 46 percent of the students attending the 14 low performing high schools took the SAT, compared with 71% of all high school students in the state.

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[1] Moreover, anecdotal evidence suggests that, in "majority-majority" communities, predominantly white schools typically garner a greater share of these county level appropriations than the predominantly minority schools. The predominantly white schools are also more likely than the predominantly non-white schools to have access to private and philanthropic resources to support their education missions.

- For students in these 14 high schools the average SAT score (825) was 183 points below the statewide average SAT score (1,008).

The quality of instruction in these schools contributed to these dismal statistics.

- Whereas 16% of teachers in all schools in NC are *not* fully licensed to teach, 25% of the teachers in the low performing middle and high schools and 35 percent of the teachers in low performing charter schools are *not* fully licensed.
- In comparison to 23% of all teachers in NC schools, 37% of the elementary school, 35% of the middle school, and 28% of the high school teachers in the state's low performing schools have less than 3 years of teaching experience.
- Low performing elementary (37%), middle (30%), and high (31%) schools have much higher teacher turnover rates than all NC schools (20%).

Making matters worse, the administrative leadership of these schools was less experienced than their counterparts in the state's highest-performing schools.

Young people who attend racially isolated schools do not fully benefit from the rich educational resources—financial and otherwise—that exists in this state. Attending such schools substantially reduces their odds of qualifying for admission to college and by extension, acquiring the requisite skills to compete in the knowledge-based economy of the 21st century.

North Carolina colleges and universities can and should play a role in improving these low performing schools. Success will hinge, however, on the ability of the state's

colleges and universities to forge cross-campus and inter-university strategic partnerships in the areas where low-performing schools need the most help.

One such alliance is already under way. The Kenan-Flagler Business School and UNC's Principals Executive Program have jointly launched an executive education program for the administrators of the low-performing schools. The program is designed to strengthen the administrators' leadership and managerial skills and to help them develop turnaround strategies—business plans, if you will—to boost academic performance in their schools. A much broader and more diverse set of university stakeholders is needed to work with low-performing schools to substantially restructure their curricula. The goal here is to ensure that students attending these schools are prepared either to pursue post-secondary education or to cope with the rapid and unpredictable changes that will characterize the world of work and business in the years ahead.

For North Carolina higher education institutions, working with low-performing schools to boost academic performance is the right thing to do not solely for social or moral reasons. Given that black, Hispanic, immigrant, and economically disadvantaged youth will constitute the majority of the traditional college-age population in the future , it is also in their self-interest to assume a leadership role in what some consider to be the greatest domestic issue we as Americans face today.

2. As a component of their overall K-12 outreach strategy, North Carolina colleges and universities will need to develop specific programs to improve college access, matriculation, and graduation for the African American male.

Statistics on academic tracking, academic performance, and educational outcomes for the African American male are troubling.

- In 2005-06, Black males represented 14.6% of all students in NC public schools. But they were grossly over-represented in special education (30% all of students) and remedial education (23% of all students)—typically perceived as the non-college bound tracks—and grossly under-represented in Honors (8.2% of all students), Advanced Placement (4% of all students), and the International Baccalaureate (3.0% of all students) programs—the academic tracks that serve as gateways to college (Figure 7).
- Almost two-thirds (63%) of black male fourth graders performed below the basic level in reading (compared to 38% of all fourth graders) and 65% performed below the basic level in science (compared to 35% of all fourth graders) in 2005 (Table 6).

- Unfortunately, the situation was not much better for black male eight graders. Fifty nine percent performed below the basic level in reading (compared to 31 percent of all eighth graders) and 75% performed below the basic level in science (compared to 47% of all eight graders) in 2005 (Table 6).

- Black/multi-racial males represented 16% of the overall NC student population, but accounted for between 39% and 46% of long term suspensions from NC public schools between 1999-00 and 2003-04 (Figure 8).

- Poor academic performance, especially in reading, and long term suspensions are correlated with dropping out of school. In 2005-06, black males accounted for 15.8% of all students in the NC public school system but 22% of all high school dropouts and 63% of all black high school dropouts (Table 7).

- In part as a function of the low percentage of black males in high school academic prep tracks, and partly due to their high dropout rates, black males accounted for only 8.8% of all full time undergraduates and 36% of all full time black undergraduates in two- and four year higher education institutions in 2003 (Figure 9).

The economic costs of failing to educate the African American male are staggering: the estimated average difference in the life time earnings of a black male high school dropout and a black male high school graduate is $433,347. The estimated average difference in the life time earnings of a black male high school graduate and a black male college graduate is $618,711. Moreover, black males who perform poorly in school are more likely to be unemployed or under-employed, to live in poverty, and to end up ensconced in the criminal justice system than their counterparts who graduate from high school and go on to pursue post secondary education. They are also less likely than their more educated counterparts to form and maintain stable families.

3. North Carolina colleges and universities must create innovative scholarship and financial aid packages, which do not violate U.S. laws regarding racial and ethnic preferences, to under-write the education of the college age population of the future.

A profile of family socio-economic circumstances of the under 18 population in North Carolina, extracted from the Census Bureau's 2004 American Community Survey, underscores the daunting task that lies ahead in higher education as our more diverse youth population ages into the traditional college going years. As Table 8 reveals,

- Thirty two percent of all NC children under 18, 19.7% of all non-Hispanic white youth, 50.3% of non-white youth, and 52.3% of Hispanic youth live in families earning less than $30,000 annually.
- Close to half (44.1%) of all NC children under age 18, 35.8% of white youth, 56.4% of non-white youth, and 75.0% of Hispanic youth live in families with no college experience.[2]
- Fifty-five percent of all NC children under 18, 43.7% of non-Hispanic white youth, 72.8% of nonwhite youth, and 84.1% of Hispanic youth lived in families earning less than $30,000 *and* lacking college experience.

Children who grow up in these circumstances are highly unlikely to have either the financial resources to pay for college or the support and guidance -- from family members and mentors as well as academic and social support programs — necessary to enable them to matriculate and graduate from college.

In some instances, parents with limited economic resources are able to leverage the equity in their homes to finance college for their children. In North Carolina, as Table 8 shows, 34.9% of all children under 18, 21.6% of non-Hispanic white youth, 54.7% of non-white youth, and 56.0% of Hispanic youth live in families who do not own their homes. Thus, leveraging home equity to finance higher education will probably not be realistic for these families.

A number of elite public and private colleges and universities, including the University of North Carolina at Chapel Hill, have launched initiatives designed to allow

[2] If these children are afforded the opportunity to pursue post-secondary education, they will be first generation college students.

eligible low-income students to pursue higher education and graduate debt free (Everhart, 2004). This is a step in the right direction. However, if North Carolina colleges and universities are to improve both participation and graduation rates of the racial and ethnic groups as well as the low income students likely to experience the greatest growth in the years ahead (Colvin, 2005; Marklein, 2004), such programs will need to be expanded to all schools in the UNC system. Ensuring equality of access to higher education for a much larger number of underrepresented students will go a long way toward enhancing the state's competitiveness in the global market place.

4. Colleges and universities will have to figure out how to accommodate undocumented immigrant students and native born students whose parents are undocumented immigrants.

A burning higher education policy issue has arisen in several states regarding undocumented Hispanic students who graduate from high schools but who cannot attend a public university as state residents. Although some states, notably California, have granted resident status to these students, court challenges are emerging to void such practices (Sullinger, 2006). There are states that are contemplating denying resident status to native born Hispanic youth whose parents are undocumented immigrants (Perry, 2005).

Here in North Carolina the number of students who would be affected by such policies is unknown. But the number of Hispanic youth who live with foreign-born parents without college experience is probably the same population that is potentially at risk if policies denying resident status for the purpose of college admissions were widely implemented. As Table 8 shows, 60.3% of Hispanic youth under 18 (118,688) are growing up in immigrant families without exposure to college.

5. ***North Carolina colleges and universities will have to develop succession plans to address the aging faculty challenge.***

Dramatic expansion of higher education in the late 1960s through the 1970s to accommodate the "boomer" population led to a surge in the new faculty hires. Like a pig in a python, this surge of faculty hires is rapidly approaching retirement age. In fall 2003, according to National Center for Education Statistics, the average or typical full time faculty member in U.S. higher education was 50 years of age. Fully one-third of all faculty in all postsecondary institutions were over age 55 in 2003 (NCES, 2004).

As of October 1, 2006, 60 percent of all UNC system faculty were aging baby boomers, that is, between the ages of 42 and 60. Another 16 percent were pre-boomers, that is, 61 or older in 2006. Table 9 provides a breakdown of the percentage distribution of these two age groups in the UNC system on a campus by campus basis.

Because the faculty age profiles of other colleges and universities are similar to the UNC system's, the competition for new talent will be fierce. Likewise, projected drops in American born graduate students means that higher education institutions will need to pursue a global recruitment strategy to fill its faculty needs in the future.[3] The impending wave of predominantly non-Hispanic white faculty retirement presents a propitious

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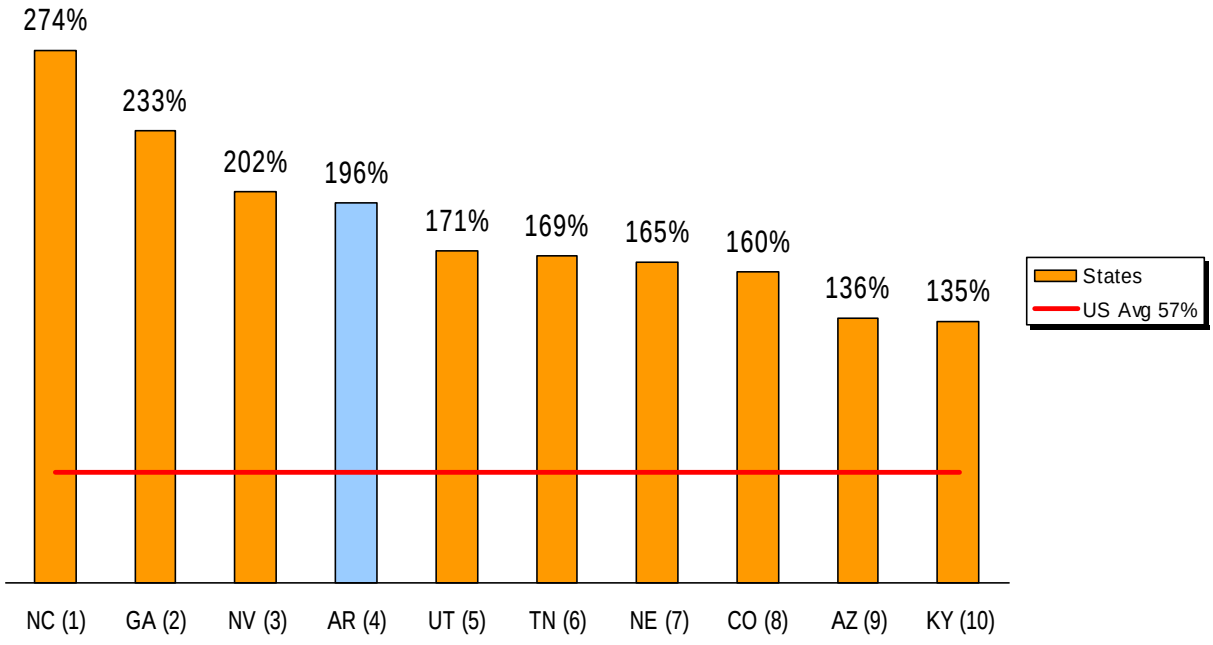
[3]Such a strategy will prove more difficult in the current post-9/11 climate, where it is becoming increasingly challenging for foreign nationals to immigrate to the U.S. (Ante, 2004). Without a serious re-evaluation of post 9/11 immigration reforms, especially the recently reauthorized U.S.A. Patriot Act of 2001, and the Enhanced Border Security and Visa Reform Act of 2002, higher education institutions (and other public and private sector organizations) will find it more daunting to attract international talent, especially with the founding and expansion of high-quality graduate programs and knowledge-intensive industries abroad (Johnson, 2002; Johnson and Kasarda, 2003).

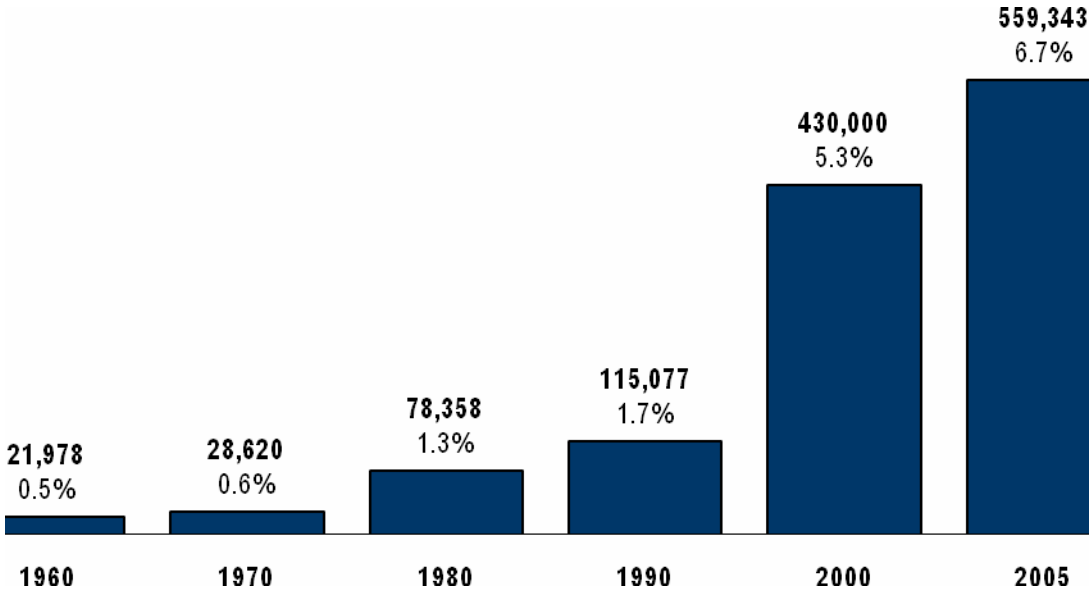
opportunity for our colleges and universities to diversify their faculties. This will only be possible, however, if our graduate schools work with undergraduate student bodies to encourage and incentivize minorities to pursue advanced degrees.

Figure 1
States with the Fastest Growing Immigrant Populations, 1990-2000



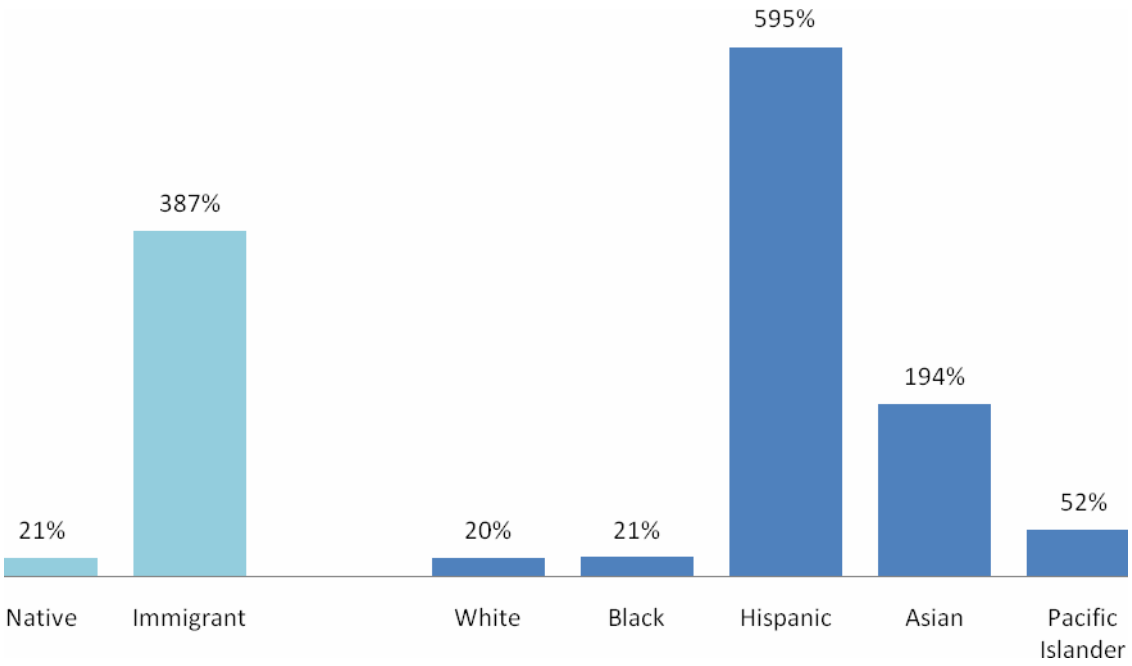
Source: 1990 U.S. Census; 2000 U.S. Census

Figure 2
North Carolina Foreign-born Growth, 1960-2005



Source: U.S. Census, 1960-2000; 2000 American Community Survey

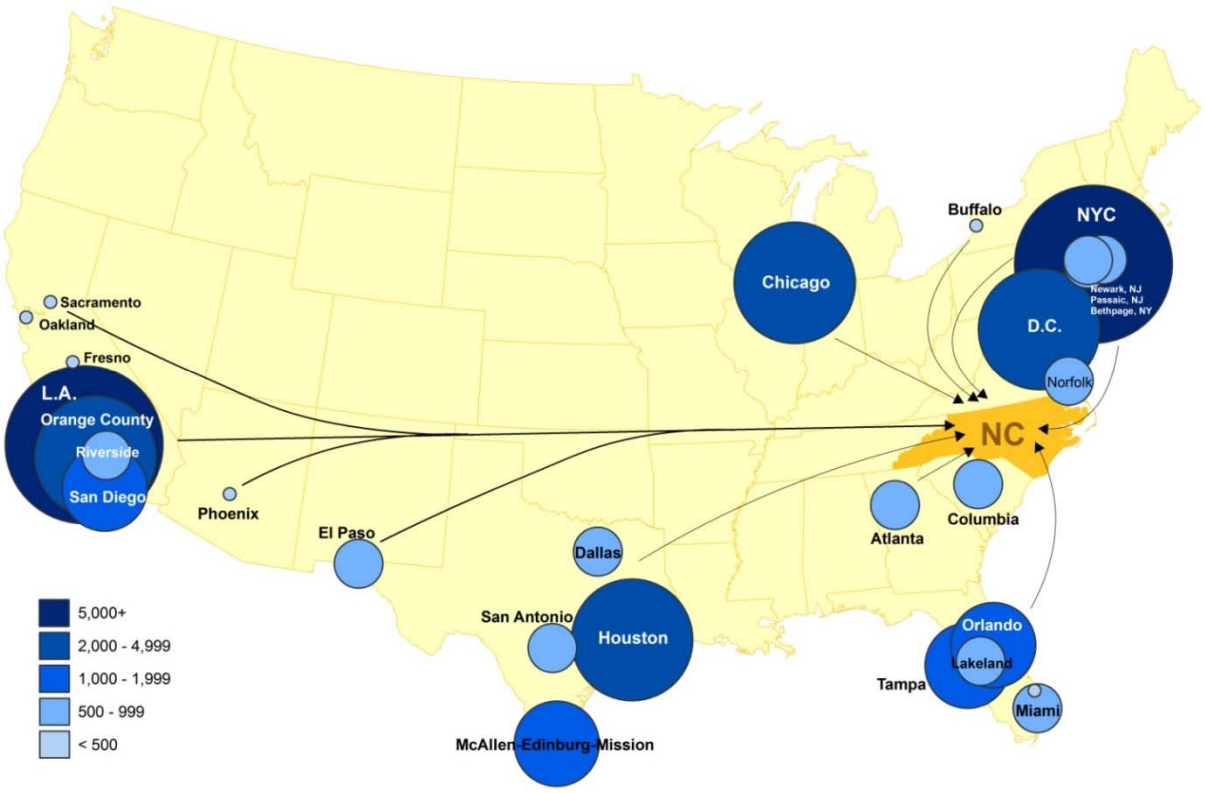
Figure 3
North Carolina Population Growth by Nativity, Race, and Ethnicity, 1990-2005



Source: 1990 U.S. Census; 2005 American Community Survey

Figure 4

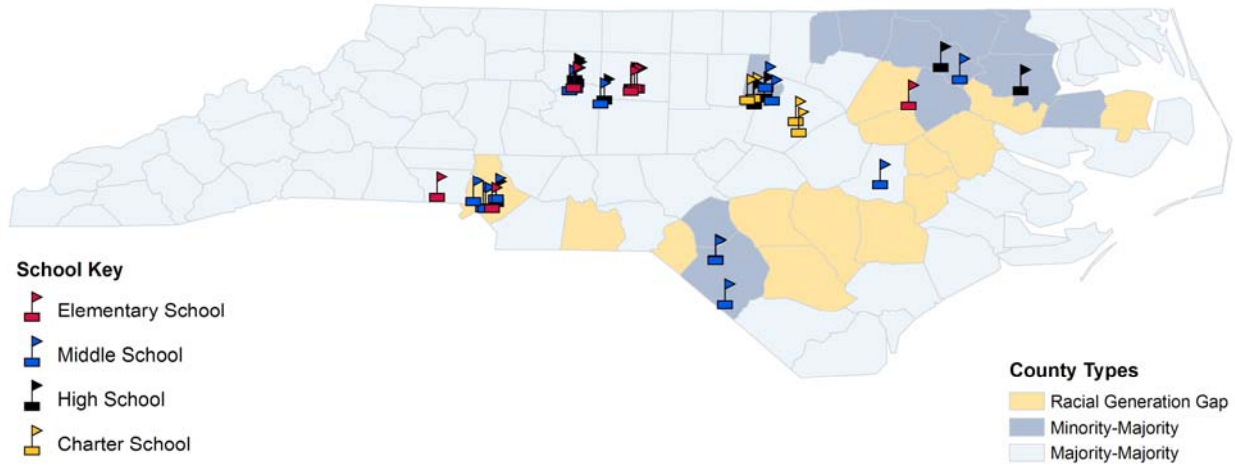
Hispanic Movers to North Carolina, Top Metro Areas, 1995-2000



Source: 2000 Public Use Microdata Samples, 5-percent file, U.S. Census.

2005 Kenan Institute of Private Enterprise

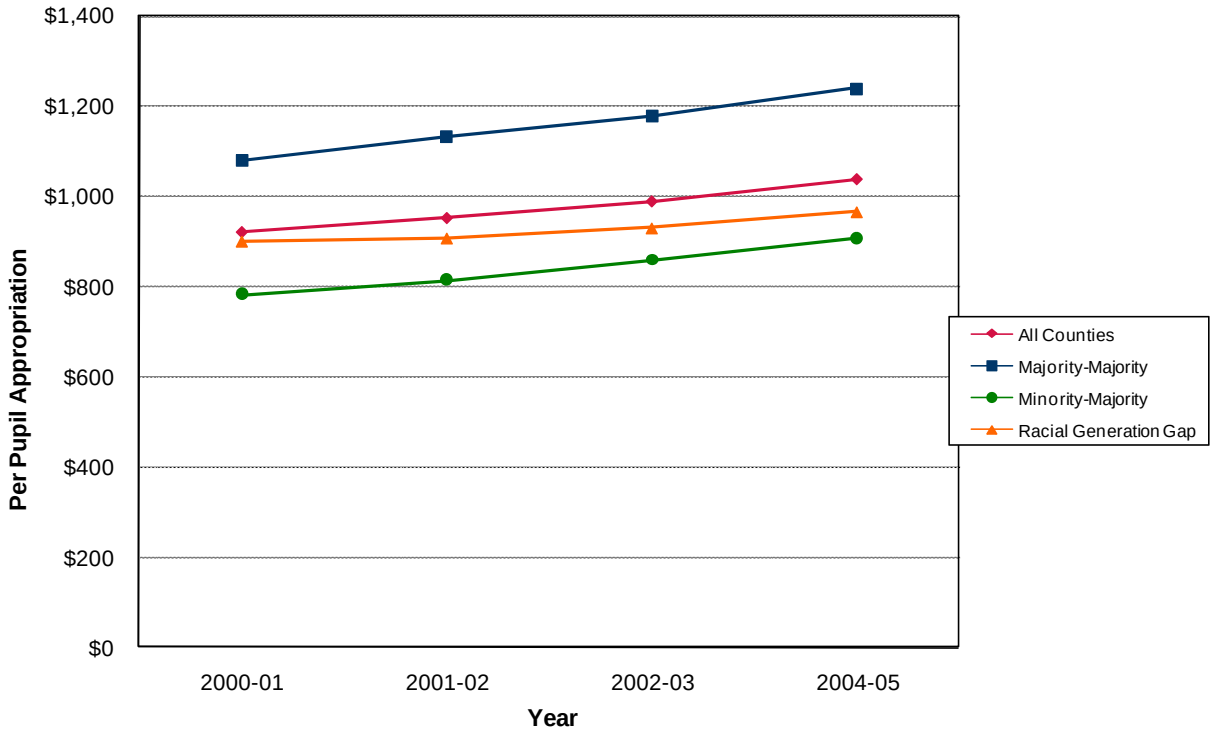
Figure 5
Location of North Carolina's Low Performing Schools, 2005-2006



Source: NC Department of Public Instruction; U.S. Census Bureau, Population Division (2006)

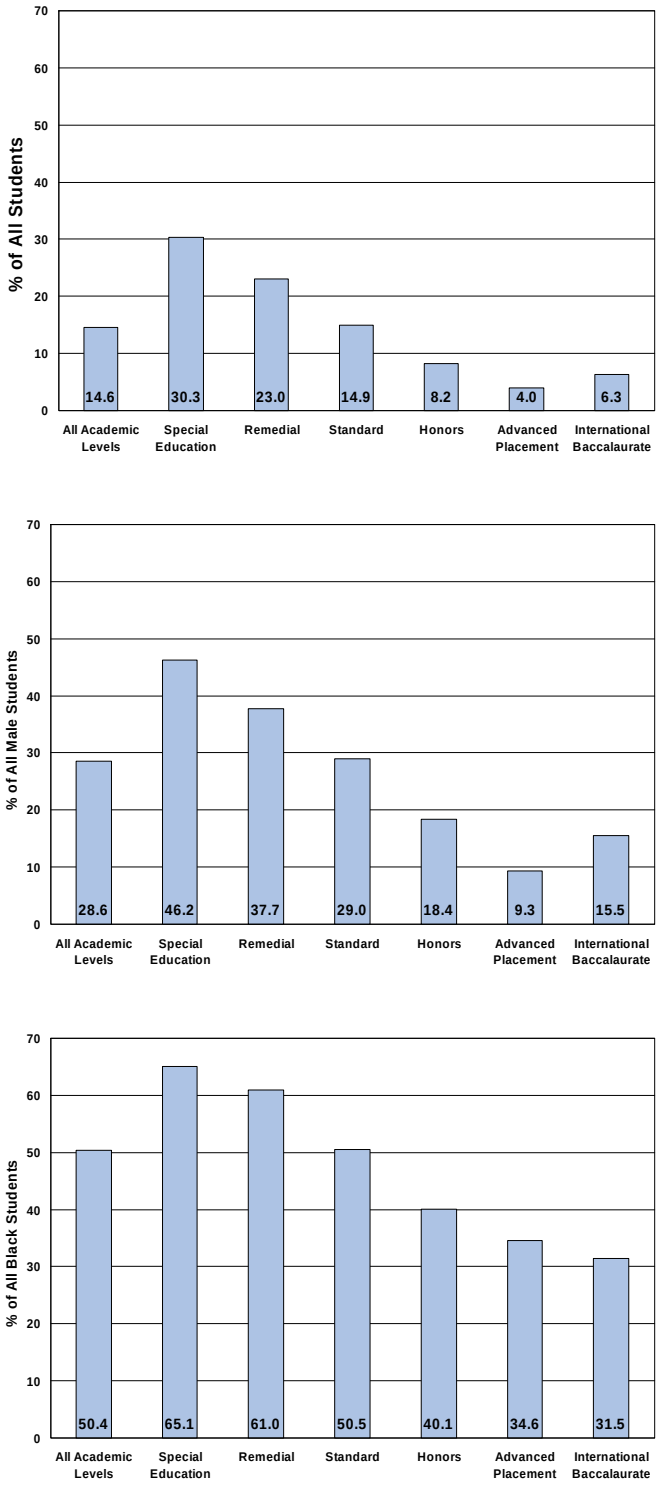
Figure 6

County Appropriations and Supplemental Taxes for Education (Current Expenses), 2004-2005



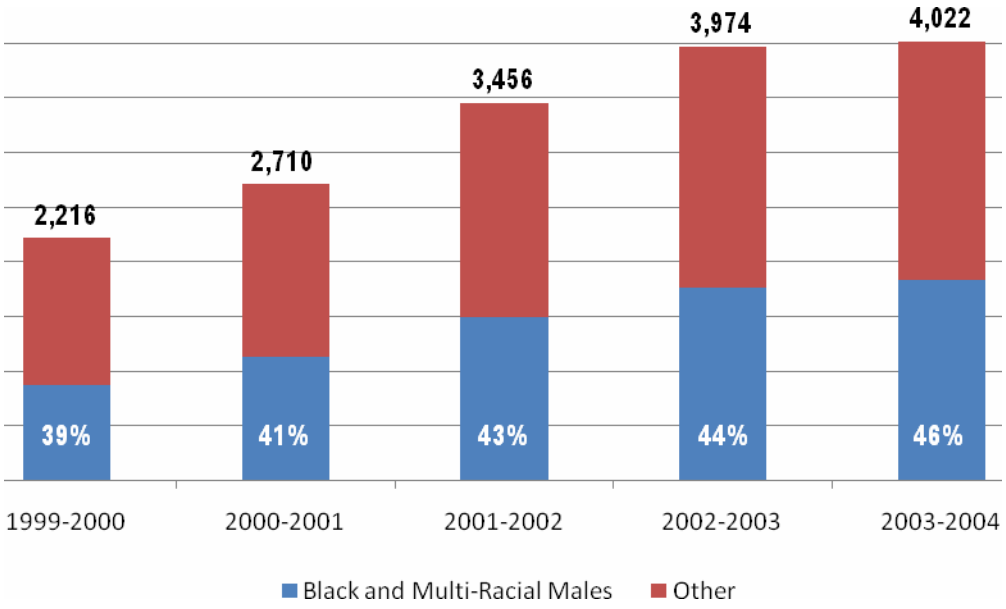
Source: http://www.ncpublicschools.org/docs/fbs/resources/data/financialdata/2004-05data.pdf

Figure 7
Black Male Enrollment by Academic Levels



Source: Education Statistics Access System (ESAS), NC Department of Public Instruction

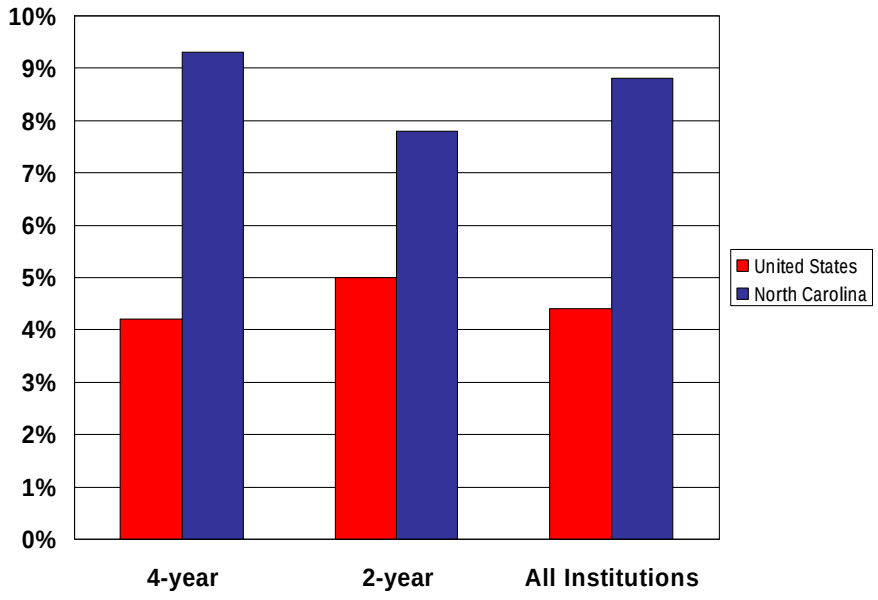
Figure 8
Long-Term Suspensions by Ethnicity and Gender



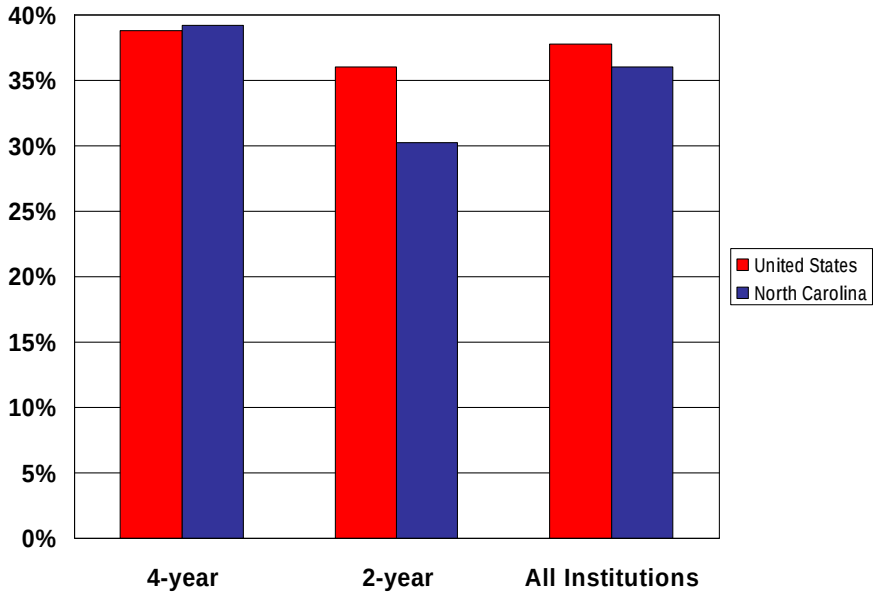
Source: North Carolina Department of Public Instruction

Figure 9
Percentage of Black Male Undergraduates

% of all Full-Time Undergraduates



% of all Black Full-Time Undergraduates



Source: Education Statistics Access System (ESAS), NC Department of Public Instruction.

Table 1
North Carolina Births by Race/Ethnicity, 1990 and 2003

	1990	2003	% Change
All Races	104,525	118,308	13.2
White	69,512	70,458	1.4
Blacks	30,726	27,170	-11.6
American Indian	1,516	1,637	8.0
Asian/Pacific Islander	1,052	3,106	195.2
Hispanic	1,754	16,084	817.0

Source: Centers for Disease Control, National Vital Statistics Reports, 1990 and 2003.

Table 2
Age Structure of North Carolina by Nativity, 2005

	North Carolina	Native Born	Immigrants
Total Population	8,397,785	7,838,442	559,343
Millennium Busters	14.0%	14.6%	5.0%
Baby Boom Echo	21.2%	21.0%	23.3%
Baby Bust	22.1%	20.9%	39.1%
Boomers	26.4%	26.5%	24.4%
Pre-Boomers	16.4%	17.0%	8.2%

Source: U.S. Census Bureau, 2005 American Community Survey.

Table 3

Net Change in Total and Hispanic Enrollment in NC Public Schools, 1985-2004

Years[1]	Total Enrollment Change	Hispanic Enrollment Change	Hispanic Share of Enrollment Change
1985-90	-3,558	4,795	
1990-95	90,378	13,769	15.2
1995-00	95,472	33,933	35.6
2000-04	78,755	45,148	57.3

Source: North Carolina Department of Public Instruction, 2005.

[1] As of September of each school year

Table 4

North Carolina – Percent Nonwhite Total, Adult, and Youth Population by County Type, 2005

Area	Number of Counties	Total Population (% Nonwhite)	Adult Population (% Nonwhite ≥ 15 years)	Youth Population (% Nonwhite < 15 years)
All Counties	100	32%	30%	40%
Racial Generation Gap	14	45%	43%	53%
Minority-Majority	11	60%	57%	69%
Majority-Majority	75	25%	23%	33%
Other	-	-	-	-

Source: U.S. Census Bureau, Population Division (2005)

Table 5

Profile of North Carolina's Low Performing Schools, 2005-2006

	All NC Schools	Low Performing Schools			
		Elementary Schools	Middle Schools	High Schools	Charter Schools
# Schools	2,353	13	17	14	6
# Students	1,405,621	4,539	9,895	12,796	2,185
% Black	31.4	75.7	58.4	74.6	81.7
% Non-White	43.3	89.4	81.4	86.1	98.9
Performance Composite	69.1	43.1	43.5	39.8	41.0
SAT Participation Rate	71			46.8	
Avg. Total SAT Score	1,008			825	
Fully Licensed Teachers (%)	84	93.8	74.9	75.6	65.8
Teachers w/ <3 years experience (%)	23.0	37.0	35.4	28.3	-
Teacher Turnover Rate	20.0	36.8	30.3	30.5	-

Source: North Carolina Department of Public Instruction.

Table 6

Percent of North Carolina Students Performing Below Basic Levels in Reading and Science, 2005

Subject	All Students	Black Students	Black Male Students
Reading – 4th Graders	38%	59%	63%
Reading – 8th Graders	31%	51%	59%
Science – 4th Graders	35%	63%	65%
Science – 8th Graders	47%	75%	73%

Source: National Center for Education Statistics (http://nces.ed.gov)

Table 7

North Carolina High School Dropouts from School Years 1990-2000 to 2005-2006

	All Dropouts	Black Male Dropouts	% of All Dropouts
1999-2000	23,377	4,451	19.0
2000-2001	20,971	4,288	20.4
2001-2002	20,175	4,257	21.1
2002-2003	18,948	3,825	20.2
2003-2004	20,031	4,301	21.5
2004-2005	20,166	4,207	20.9
2005-2006	22,173	4,776	21.5

Source: "Dropouts by LEAS, School Years, Ages, Races, Gender with Reason",Education Statistics Access System (ESAS), NC Department of Public Instruction, 2005.

Table 8

Population of North Carolina Children Under 18 Years by Race/Ethnicity, Income, and Other Social Characteristics, 2005

	All		Non-Hispanic White		Non-White		Hispanic	
All Children Under 18	2,133,957	100.0%	1,274,925	100.0%	859,032	100.0%	196,692	100.0%
Families w/ low income (<$30K/yr)	683,679	32.0%	251,534	19.7%	432,145	50.3%	102,915	52.3%
Householders w/ no college experience	940,579	44.1%	456,367	35.8%	484,212	56.4%	147,484	75.0%
Householders w/ no college experience and low income	1,182,771	55.4%	557,044	43.7%	625,727	72.8%	165,515	84.1%
Non-Homeowner Families	745,276	34.9%	275,314	21.6%	469,962	54.7%	110,158	56.0%
Foreign-born Head of Household w/ no college experience	151,606	7.1%	11,131	0.9%	140,475	16.4%	118,688	60.3%

Source: 2005 American Community Survey, U.S. Census Bureau

Table 9

Age Profile of UNC System Tenured and Tenured Track Faculty as of Oct 1, 2006

	Total	Baby Boom Echo (Ages 11-26)	Baby Bust (Ages 27-41)	Boomers (Ages 42-60)	Pre-Boomers (Age 61+)
ASU	654	-	27.7%	56.1%	16.2%
ECU	1,124	0.2%	23.1%	62.5%	14.2%
ECSU	118	0.8%	17.8%	65.3%	16.1%
FSU	218	-	26.6%	55.5%	17.9%
NCA&T	408	-	17.4%	62.3%	20.3%
NCCU	233	-	13.7%	62.7%	23.6%
NCSU	1,455	-	23.1%	61.1%	15.8%
UNC-A	170	-	20.0%	67.1%	12.9%
UNC-CH	1,846	-	22.8%	59.7%	17.6%
UNC-C	733	-	33.3%	53.1%	13.6%
UNC-G	582	-	25.9%	60.7%	13.4%
UNC-P	186	-	25.8%	63.4%	10.8%
UNC-W	468	-	27.8%	62.0%	10.3%
WCU	356	-	25.8%	62.4%	11.8%
WSSU	229	-	19.7%	65.9%	14.4%
UNC Summary	8,780	-	24.2%	60.3%	15.5%

Source: University of North Carolina General Administration, 2007