

Transfer Equity in Access and Completion: A Demographic Profile of North Carolina's Community College Students Who Transfer to University of North Carolina Institutions



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College of Education
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Leadership and Research

About This Report

To meet the demands of a growing knowledge economy, North Carolina must address a history of exclusion that has disproportionately impacted Black/African American, Hispanic/Latinx, and American Indian communities and individuals who earn low wages by intentionally creating conditions that develop talent within these communities. This report explores the demographics of students who transfer from North Carolina community colleges to public four-year institutions in the state and examines bachelor's degree completion rates among these same demographic groups. Results indicated that female students and both American Indian/Alaska Native and Black/African American students comprise larger percentages of community college students than they do transfer students. In contrast, students who receive Pell grants are represented at a higher percentage among transfer students than they are at community colleges. Results also indicated that both American Indian/Alaska Native and Black/African American students exhibit lower-than-average completion rates, suggesting that they enter a four-year environment that may not adequately support their success. Students who receive Pell funding also appear to be underserved at the four-year institution. This report highlights areas where public postsecondary institutions in North Carolina can improve to better-serve the educational aspirations of all students, but especially those from populations that have been historically excluded from educational opportunities.

About the Belk Center

The Belk Center for Community College Leadership and Research, at North Carolina State University, develops and sustains exceptional community college leaders who are committed to advancing equitable college access and student success, the social and economic mobility of their colleges' students, and the economic competitiveness of their regions. The Center provides professional development and research related to current and emerging student success opportunities and challenges facing community college leaders and policymakers in North Carolina and the nation.

Commitment to Equity. To date, our work at the Belk Center has focused on economic mobility, community building, and improving success outcomes for historically underserved populations in higher education, in support of the mission of community colleges and their efforts to uplift their communities. We recognize there is room for continuous improvement in elevating an understanding of and explicitly integrating a focus on racial equity across our existing work. Moving forward, the Belk Center will prioritize the following commitments and work in tandem with communities of color and leaders from diverse backgrounds.

We commit to racial equity through dismantling the systemic barriers that impede historically underserved populations, especially Black, Latinx, and American Indian students, from achieving their academic, economic, and social success through our evaluation, research, and support for developing the next generation of community college leadership.

We commit to enabling executive leaders to utilize evidence-based tools and culturally relevant strategies to inform decisions that lead to equitable student success for historically underserved populations, especially for Black, Latinx, and American Indian students.

We commit to centering the experiences and outcomes of Black, Latinx, and American Indian students in our research and in the preparation of future community college leaders.

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About the John M. Belk Endowment

Based in Charlotte, North Carolina, the John M. Belk Endowment is a private family foundation committed to transforming postsecondary educational opportunities to meet North Carolina's evolving workforce needs. Its mission is aligned with the vision of its founder, the late John M. Belk who served four terms as mayor of Charlotte and was CEO of the department store company Belk, Inc. He created the John M. Belk Endowment in 1995 to fund a national merit scholarship program for his beloved alma mater, Davidson College. Now led by Mr. Belk's daughter, MC Belk Pilon, the John M. Belk Endowment continues to partner with innovative, results-oriented programs in North Carolina to further Mr. Belk's values, legacy, and focus on the value of education as a means to personal fulfillment and community vitality.

For more information, please visit <http://jmbendowment.org>.

Acknowledgements

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EXECUTIVE SUMMARY

The North Carolina Community College System (NCCCS) originated with a primary focus to expand access to education for those who faced economic and social barriers that impeded their pursuit of postsecondary opportunities and subsequent workforce development (Hamilton, 1962). As diverse postsecondary opportunities have expanded across the state, the community college system remains committed to expanding access and recognizes its critical role as a point of entry to the four-year sector for many who face varied circumstances but desire further education through transfer (Dougherty & Townsend, 2006; Shugart, 2019).

This report explores the demographics of students who transfer from North Carolina community colleges to public four-year institutions in the state and examines bachelor's degree completion rates among these same demographic groups. In a growing knowledge economy, North Carolina must address a history of exclusion that has disproportionately impacted Black/African American, Hispanic/Latinx, and American Indian communities and individuals who earn low wages by intentionally creating conditions that develop talent within these communities (Roy & Ford, 2019; State of the South, 2016; Triplett & Ford, 2019; Wechsler, 2007). Given its open access mission and lower cost, the community college is uniquely positioned to develop diverse talent needed to address these workforce needs in our state and address these historical inequities. In this situation, community college transfer is essential to addressing North Carolina's workforce needs.

The community college is uniquely positioned to develop diverse talent needed to address workforce needs in our state and address historical inequities.

This report draws from data that come from two sources, corresponding to academic years between Fall 2012 and Fall 2016. First, the University of North Carolina (UNC) System provided a dataset containing demographic and degree completion information about students who transferred from NCCCS institutions to UNC System institutions (N=37,356). Second, we obtained overall student demographics of enrolled students (including all students, both transfer and non-transfer) at both UNC System and NCCCS institutions from the National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS).

Key findings in this report include:

- » **Female students, American Indian/Alaska Native students, and Black/African American students** comprise a larger percentage of community college students than they do transfer students.
- » **American Indian/Alaska Native and Black/African American transfer students** complete bachelor's degrees at lower-than-average rates, suggesting that they enter a four-year environment that may not adequately support their success (Jayakumar & Museus, 2012).
- » **Students who receive Pell funding comprise a greater percentage of transfer students** than they do community college students in general, but graduate with a bachelor's degree at a lower-than-average rate. Asian and Hispanic/Latinx students present similar patterns to students who are Pell recipients.

For students, the economic implications of successful transfer and subsequent degree completion include higher earnings and a lesser likelihood of experiencing unemployment (Carnevale et al., 2011; Ma et al., 2019). Our results indicate that, in North Carolina, transfer provides an entry point to postsecondary education especially for low-income students, who likely rely on the community college to access a more affordable pathway to a four-year degree. Our analyses also suggest a need for more intentional focus on promoting successful outcomes for Black/African American students, specifically increasing successful transfer to and completion at four-year institutions. Specifically, our data amplify concerns around completion rates among Black/African American transfer students, even at Minority Serving Institutions (MSIs) in North Carolina.

Our findings suggest that even if Black/African American students do successfully transfer, they are underserved when they arrive at their receiving four-year institution. A new approach to institutional culture, teaching and learning, and strategic planning that includes a commitment to embedding supportive policies, programs, and procedures that promote equitable outcomes across all demographic groups is needed.

Future work that explores practices that MSIs in particular are using to support students throughout the transfer process may prove to be particularly fruitful in discovering new and innovative ways to support this student population.



INTRODUCTION

The North Carolina Community College System originated with a primary focus to expand access to education for those who faced economic and social barriers that impeded their pursuit for postsecondary opportunities that lead to workforce development (Hamilton, 1962). As diverse postsecondary opportunities have expanded across the state, the community college system remains committed to expanding access and recognizes its critical role as a point of entry to the four-year sector for many who face varied circumstances but desire further education through transfer (Dougherty & Townsend, 2006; Shugart, 2019). The purpose of this report is to explore the demographics of students who transfer from North Carolina community colleges to public four-year institutions in the state and to examine bachelor's degree completion rates among demographic groups. In a growing knowledge economy, community college transfer is, in fact, synonymous with workforce development (D'Amico & Chapman, 2019). Recent projections for the period between 2017 and 2026 place job growth in North Carolina in fields that require a bachelor's degree or higher at approximately 24%, while similar growth in fields that require an associate's degree or non-degree credential is projected at 12% and 10%, respectively (Tippet & Stanford, 2019). To meet these demands of the new knowledge economy, including and especially in fields that require a bachelor's degree, North Carolina must address a history of exclusion that has disproportionately impacted Black/African American, Hispanic/Latinx, American Indian communities and individuals who earn low wages by intentionally creating conditions that develop talent within these communities (Roy & Ford, 2019; State of the South, 2016; Triplett & Ford, 2019; Wechsler, 2007). Given its open access mission and lower cost, the community college is uniquely positioned to develop diverse talent needed to address these workforce needs in our state and address these historical inequities. In this situation, community college transfer is essential to addressing North Carolina's workforce needs.

In addition to addressing the workforce needs of our state, community college transfer has the potential to provide a pathway to economic mobility for Black/African American, Hispanic/Latinx, American Indian/Alaska Native students and individuals from low-income backgrounds. Since its inception, the mission of the North Carolina Community College System is to “open the door to high-quality, accessible educational opportunities that minimize barriers to post-secondary education, maximize student success, develop a globally and multi-culturally competent workforce, and improve the lives and well-being of individuals” in our state (NCCCS, 2020a). However, recent research at the national level indicates that economic mobility related to postsecondary education is not experienced equally across various demographic groups in practice. For example, a recent report from the Georgetown University Center on Education and the Workforce suggests that racial disparities in access to jobs that pay at least \$35,000 per year have widened in recent decades (Carnevale et al., 2019). Specifically, at all levels of education, white workers are more likely to access or obtain these higher-paying jobs compared to both Black/African American and Hispanic/Latinx workers. This widened gap in access to well-paying employment opportunities stems in part from the postsecondary pathways that are common among individuals from historically underserved groups. While access to higher education is growing for individuals from these communities, including both historically underserved racial and ethnic groups as well as individuals from low-income backgrounds (ACE, 2019; Carnevale & Strohl, 2013), this access tends to happen at the community college rather than directly at a four-year institution (Goldrick-Rab, 2010). Transfer is a mechanism of economic mobility for many individuals.

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Transfer is economically valuable to both students and the state to the extent that transfer students complete bachelor's degrees. Students cannot realize earnings and employment gains related to bachelor's degree completion if they do not complete their degrees, and they cannot fulfill state workforce needs with unearned degrees. To this end, the purpose of this report is twofold. We first examine the demographics of students who access public four-year institutions via transfer from community colleges in the state of North Carolina. Second, we explore bachelor's degree completion rates among these transfer students. We address this dual purpose by providing a demographic profile of the North Carolina Community College System (NCCCS) students who transfer to University of North Carolina (UNC) System institutions along with completion rates for specific demographic groups. We compare transfer student demographics to overall student demographics at both UNC institutions and NCCCS institutions. We also examined the demographics for students who transferred to the **six Minority Serving Institutions (MSIs) as defined by the UNC System**.¹ These comparisons provide context for discussions surrounding equity and community college transfer.

¹These institutions include five Historically Black Colleges and Universities (HBCUs): Elizabeth City State University, Fayetteville State University, North Carolina A&T State University, North Carolina Central University, and Winston-Salem State University and one Minority Serving Institution (MSI): the University of North Carolina at Pembroke.

Historically Minority-Serving Institutions in North Carolina



Elizabeth
City State
University



Fayetteville
State
University



North Carolina
A&T State
University



North Carolina
Central
University



Winston-Salem
State
University



University of
North Carolina
at Pembroke

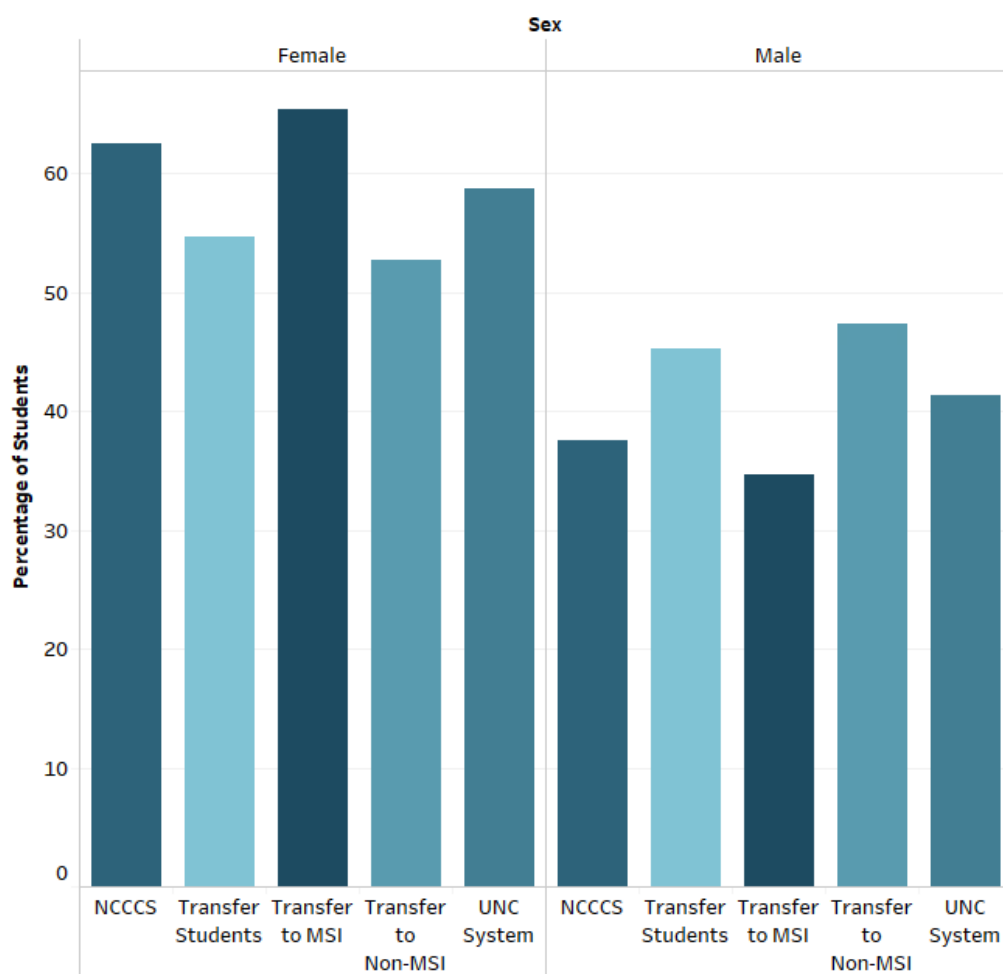
DATA

The data we use for this report come from two sources. First, the UNC System provided a dataset containing demographic and degree completion information about students who transferred from NCCCS institutions to UNC System institutions (N=37,356). Second, we obtained overall student demographics of enrolled students (including all students, both transfer and non-transfer) at both UNC System and NCCCS institutions from the National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS). For the purposes of this report, we limit our analyses, in both datasets, to students enrolling in North Carolina public postsecondary institutions, whether two-year or four-year, between Fall 2012 and Fall 2016. We limited the data to these years so that we could report three-year post-transfer completion rates for transfer students (150% time). This measure gives students three academic years to complete a bachelor's degree after they transfer, meaning that a student who completed 60 credit hours of coursework at the community college (credits needed for approximately half a typical bachelor's degree) would have three years after transferring to complete the additional credits needed for bachelor's degree completion at the four-year institution.

UNC System Transfer Student Demographics

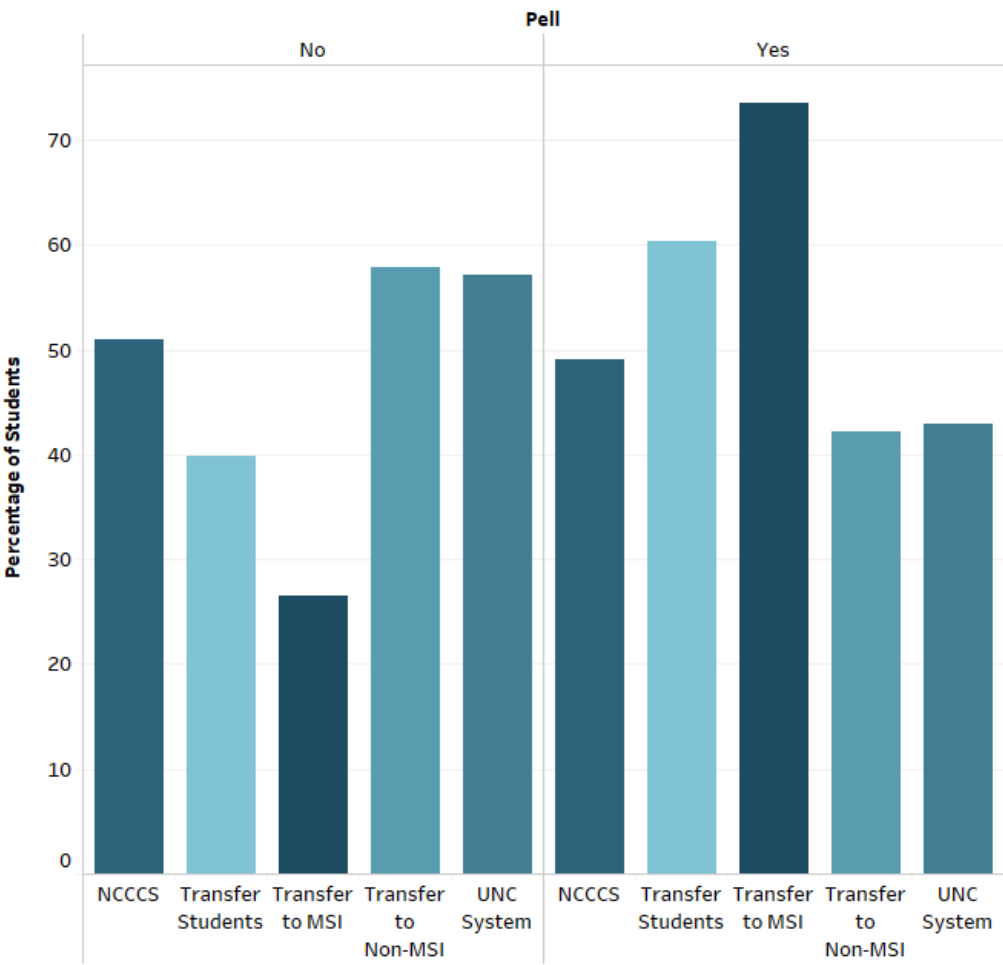
Figures 1 through 3 provide descriptive information on key demographics (Sex, Pell Status, which we use as a proxy for low-income status, and Race/Ethnicity, respectively) for transfer students as compared to the students studying at NCCCS institutions and UNC System institutions. For UNC System institutions, we also provide these demographics separately for MSI and non-MSI institutions. Tables that provide this same information overall and disaggregated for UNC System institutions can be found in the Appendix.²

Figure 1. Demographics: Sex



²We do not provide these same tables for NCCCS institutions for data confidentiality reasons.

Figure 2. Demographics: Pell Status



“Figure 2 shows that while around half of the students enrolled at NCCCS institutions receive Pell, an indicator of low-income status, these students comprise 60% of transfer students, reflective of how students from low-income backgrounds utilize community colleges as an entry point to four-year institutions.”

Figure 3. Demographics: Race/Ethnicity

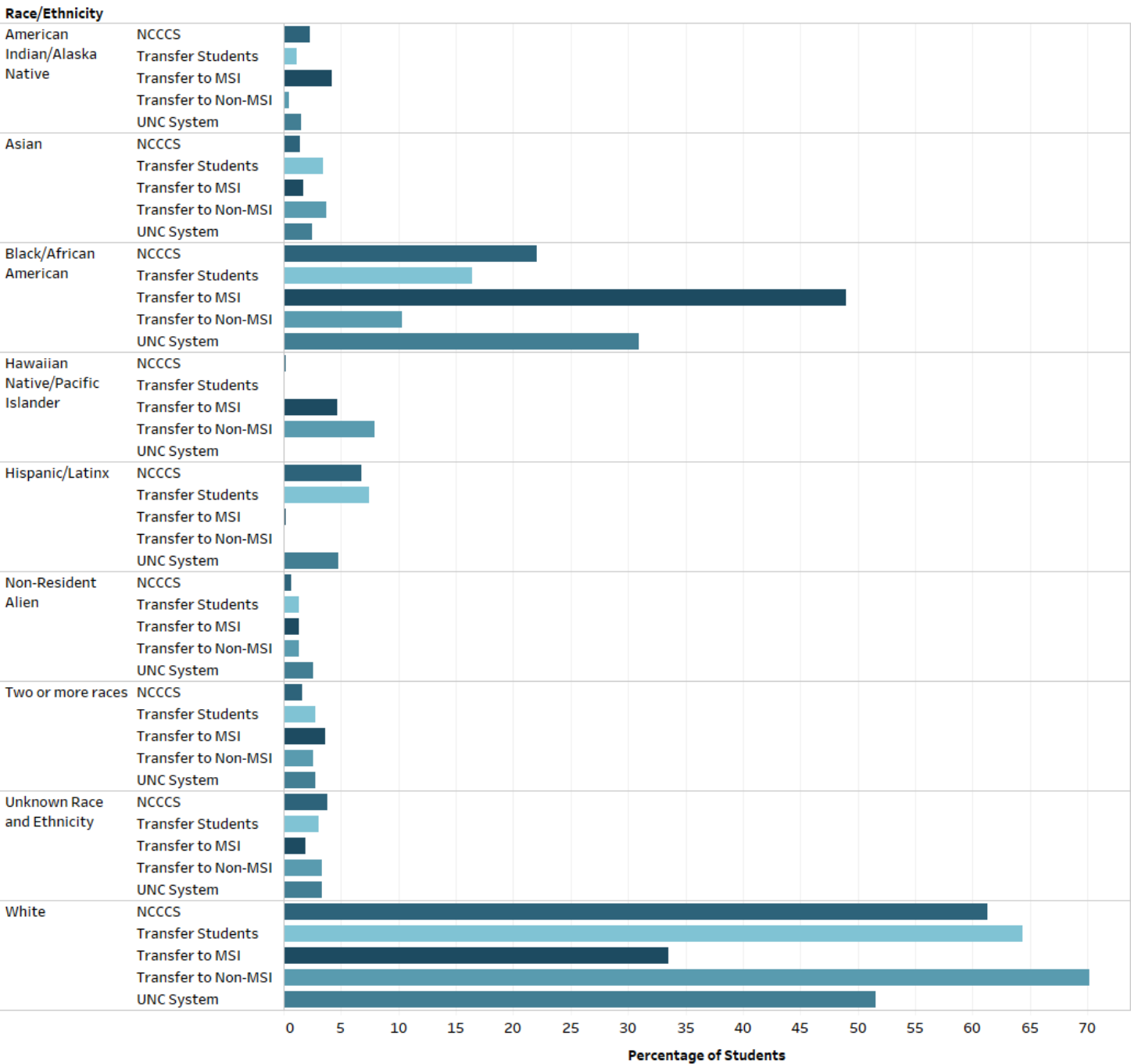


Table 1. Student Demographics:

Demographic Group	MSI students (%)	Non-MSI students (%)
Sex		
Female	65.4	52.7
Male	34.6	47.3
Race/Ethnicity		
American Indian or Alaska Native	4.2	0.5
Asian	1.7	3.7
Black or African American	49.0	10.3
Hispanics of any race	0.2	0.1
Hawaiian Native or Pacific Islander	4.7	7.9
Non-Resident Alien	1.3	1.3
Two or more races	3.6	2.6
Unknown Race and Ethnicity	1.9	3.3
White	33.5	70.2
Pell student		
Yes	73.5	42.2
No	26.5	57.8

Some students in North Carolina benefit from transfer more than other students. Regarding sex (Figure 1), this figure shows that while female students represent between 59% (NCCCS) and 63% (UNC System) of enrollments, they comprise a lower proportion (55%) of transfer students. On the contrary, male students comprise around 45% of transfer students all while representing lower proportions of the student populations at NCCCS (38%) and UNC System (41%) institutions. Within MSIs, female students represent 65% of the transfers from the NCCCS institutions (compared to 53% of transfers to non-MSIs), suggesting a higher transfer rate for female students to MSIs compared to non-MSIs.

Figure 2 shows that while around half of the students enrolled at NCCCS institutions receive Pell, an indicator of low-income status, these students comprise 60% of transfer students, reflective of how students from low-income backgrounds utilize community colleges as an entry point to four-year institutions. Overall, around 43% of students enrolled at UNC System institutions are Pell recipients. The data showed that a significant

majority (74%) of the students who transferred into MSIs received Pell grants. In North Carolina, Historically Black Colleges and Universities (HBCUs) in particular (see individual institution tables in the Appendix) appear to perform an outsized role in educating these transfer students.

When considering race/ethnicity, Figure 3 shows that American Indian/Alaska Native and Black/African American students enroll at NCCCS institutions at rates that are higher than their representation among transfer students. Specifically, while American Indian/Alaska Native students comprise around 2.3% of NCCCS students, these students comprise around 1% of transfer students. Similarly, while 22.1% of NCCCS students identify as Black/African American, these students represent 16.4% of transfer students. Asian and white student groups comprise a larger proportion of transfer students compared to their enrollments at NCCCS institutions. White students comprise around 64% of transfer students but only 61% of NCCCS students. Asian students exhibit a similar pattern, comprising around 1% of NCCCS enrollment, but representing around 3% of transfer students.

Although transfer students identifying as American Indian/Alaska Native and Black/African American are underrepresented in the transfer population, community college transfer students are more diverse than the overall UNC System institution population for some groups. Asian and Hispanic/Latinx groups comprise a greater proportion of the transfer population (3.4% for Asian students and 7.4% for Hispanic/Latinx students) compared to the general student population (2.5% for Asian students and 4.8% for Hispanic/Latinx students). In contrast, Black/African American students comprise around 31% of the overall UNC System student population, while they represent only around 16% of transfer students. When transfer students are disaggregated by the type UNC System institution they attend, 49% of Black/African American transfer students attend an MSI while 10.3% attend a non-MSI.

These demographic comparisons between transfer students and the overall population of students enrolled at NCCCS and UNC System institutions suggest that students from some demographic groups have a greater likelihood of benefitting from community college transfer compared to others. If Pell status can be taken as a proxy for socioeconomic status – students from low-income backgrounds are especially likely to transfer from a community college to a four-year institution in our state. Low-income students with four-year degree aspirations may be more likely than their higher-wage peers to start at a community college because of its affordability. That is, while average annual in-state tuition for full-time students at UNC institutions in 2019-20 was \$4,553³ comparable tuition at a NCCCS institution was capped at \$2,432 (NCCCS, 2020b; UNC System Office, 2020). It is important to note that tuition is only a portion of the total cost of attendance at any college; additional costs include fees, books, and cost of living (Kelchen et al., 2017).

Asian and white students also comprise higher proportions of transfer students than they do enrollments at North Carolina community colleges, as do male students. However, the percentage



³This calculation does not include annual tuition at institutions taking part in the NC Promise Tuition Plan, which sets annual tuition at three UNC System campuses (Elizabeth City State University, UNC Pembroke, and Western Carolina University) at \$1,000.

of Black/African American students among transfer students was six percentage points lower than their percentage of enrollment at NCCCS institutions and 15 percentage points lower than enrollment at UNC institutions. In the UNC System, MSIs, and especially HBCUs, play a unique role as their missions are to serve Black/African American students and other students from historically underrepresented racial/ethnic backgrounds across the state, a student population that was historically excluded from other public institutions. The UNC System also celebrates the state's only designated historically American Indian university, the University of North Carolina at Pembroke that, like HBCUs, was founded to serve a specific population, American Indian students (UNC-Pembroke, 2020). This role for MSIs is evident in the high proportion of transfer students who identify as Black/African American who choose to transfer to these institutions. However, the data suggest that white students transfer to MSIs at a rate that is higher than the rate at which they directly enroll in these institutions. As the individual UNC System institution data presented in the Appendix indicate, the percentage of transfer students identifying as white and enrolling at all six UNC System MSIs* was considerably greater than the percentage of white students enrolled at these institutions in general. This trend is not unique to North Carolina as HBCUs offer positive academic and social experiences that attract white students who decide to enroll (Butrymowicz, 2014; Mobley, Daoud, & Griffin, 2018; Spencer, 2015).



³ This calculation does not include annual tuition at institutions taking part in the NC Promise Tuition Plan, which sets annual tuition at three UNC System campuses (Elizabeth City State University, UNC Pembroke, and Western Carolina University) at \$1,000.

UNC System Transfer Student Bachelor's Degree Completion Rates

Table 2 summarizes three-year completion rates for NCCCS-to-UNC System transfer students for the same demographic groups included in the previous section. Compared to the average three-year completion rate for all transfer students (44.7%), institutions graduated female students at a higher rate (47%) and male students at a lower rate (42%). Institutions graduated students from several race/ethnicity groups at rates that were close to or above average, namely Asian (45.5%), Hispanic/Latinx (44.5%), and white (48.5%) students. At the same time, institutional completion rates were lower among students identifying as American Indian/Alaska Native (38.6%), Black/African American (30.7%), and Hawaiian Native/Pacific Islander (33.3%), as well as among students identifying with two or more races (42.5%). Finally, the completion rate among students who received Pell funding was lower than average (42.7%) while the completion rate among students that did not receive Pell funding was higher than average (47.7%).

When comparing students who transferred to MSIs to those who transferred to non-MSIs, completion rates are almost always higher among students who transferred to non-MSIs. The sole exception to this pattern corresponds to students identifying as Hawaiian Native/Pacific Islander (with a completion rate of 44.4% at MSIs and 30.8% at non-MSIs). The completion rate among Black/African American students who transferred to MSIs, the majority of which are HBCUs, was 28.5% compared to 32.6% at non-MSIs. Important to note is that these completion rates are descriptive and do not account for other factors, such as other student background characteristics or differences in funding levels among UNC System institutions, which could explain these differences in completion rates. Notably, MSIs in the state serve a disproportionate number of Pell recipient transfer students (see Figure 2), a situation that might explain some of these discrepancies in completion rates. That is, three-year completion rates are likely lower at MSIs not because of any specific facet of institutional context at these institutions, but because the students they serve are systematically different from those who choose to transfer to non-MSIs. Differences in Pell status are an example of these systematic differences.

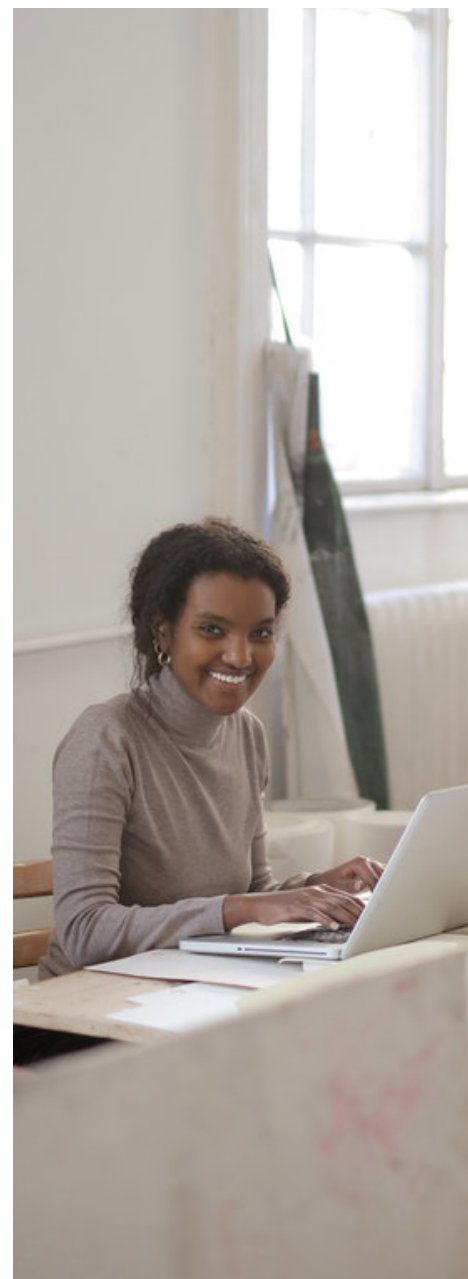


Table 2. Three-year Completion Rates for Transfer Students by Demographic Group

Demographic Group	All students	Transferred to a MSI	Transferred to a non-MSI
All NCCCS-to-UNC Transfer Students	44.7%	35.8%	46.4%
Sex			
Female	47.0%	36.5%	49.4%
Male	42.0%	34.5%	43.0%
Race/Ethnicity			
American Indian/ Alaska Native	38.6%	35.9%	42.9%
Asian	45.5%	45.5%	45.5%
Black/African American	30.7%	28.5%	32.6%
Hispanics of any race	44.5%	41.7%	44.8%
Hawaiian Native or Pacific Islander	33.3%	44.4%	30.8%
Non-Resident Alien	50.0%	41.6%	51.6%
Two or more races	42.5%	35.4%	44.3%
Unknown Race and Ethnicity	41.7%	38.7%	42.0%
White	48.5%	44.8%	48.8%
Pell student			
Yes	42.7%	33.9%	44.8%
No	47.7%	41.2%	48.5%

IMPLICATIONS FOR POLICY AND PRACTICE

This report's results point to gaps in access and bachelor's degree completion at two places in North Carolina's educational pipeline for transfer students: 1) transfer from the community college to the four-year sector and 2) from transfer to bachelor's degree completion. Our results indicated that female students and both American Indian/Alaska Native and Black/African American students are underrepresented among students who transfer to the four-year sector. That is, they comprise larger percentages of community college students than they do transfer students. While not all community college students begin their studies with the intention to transfer, prior research indicates that many students do indicate a desire to earn a four-year degree when they enroll at a community college (Horn & Weko, 2009; Provasnik & Planty, 2008). Our results suggest that the North Carolina educational pipeline is not especially supportive of the transfer aspirations of female, American Indian/Alaska Native, and Black/African American students, who arguably have the most to gain from postsecondary success that leads to improved economic mobility (Perna & Finney, 2014).

Moreover, both American Indian/Alaska Native and Black/African American students also exhibit lower-than-average three-year completion rates, suggesting that they enter a four-year environment that may not adequately support their success (Jayakumar & Museus, 2012). An additional group that appears to be underserved at four-year institutions includes Pell recipients, students from low-income backgrounds. While Pell recipients comprise a greater proportion of the transfer student population (60.3%) than they do community

college enrollments (49.0%), this demographic group exhibited a three-year completion rate of 42.7%, around two percentage points lower than average. Other demographic groups that exhibit a pattern similar to Pell recipients include male students and students representing Asian or Hispanic/Latinx race/ethnicity groups.



For students, the economic implications of successful community college transfer include higher earnings and a lesser likelihood of experiencing unemployment (Carnevale et al., 2011; Ma et al., 2019). In North Carolina, for example, our results suggest that transfer provides an entry to postsecondary education especially for low-income students, who likely start at the community college because it is more affordable than a four-year institution. Specifically, students who are Pell recipients are represented at higher rates in the transfer student population, meaning that they comprise a higher proportion of transfer students than enrollments at NCCCS institutions. These analyses suggest a need for a more intentional focus on promoting successful outcomes for Black/African American students, specifically increasing successful transfer to and completion

at four-year institutions. The data amplify concerns around three-year completion rates that are lower among Black/African American students, even at MSIs, compared to almost all other demographic groups in our dataset. These results suggest that even if Black/African American students do successfully transfer, they are underserved when they arrive at the four-year institution. Previous research suggests that such a pattern is reflective of decades of policies and practices that fail to support these students (Harper, Patton, & Wooden, 2009). A new approach to institutional culture, teaching and learning, and strategic planning that includes a commitment to embedding supportive policies, programs, and procedures that promote equitable outcomes across all demographic groups is needed. To this end, several North Carolina schools (including community colleges and four-year institutions) belong to Frontier Set, a group of institutions committed to addressing student success gaps related to race and income through innovative advising and digital learning and redesigned remedial education (Frontier Set, 2018, 2020). The use of data to identify areas where specific groups of students may be underserved, to make changes to policy and practice, and subsequently to evaluate their efficacy represents a promising direction for improving outcomes among Black/African American students (AAC&U, 2018). Such analyses might focus on curricular changes that create an environment that is more welcoming to these student communities (Jayakumar & Museus, 2012). Future work in this area is needed to explore practices that MSIs in North Carolina are using to support students throughout the transfer process.



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APPENDIX:

Demographic Data Disaggregated by UNC Institution

All Institutions

Demographic Group	Community Colleges ¹ (%)	Transfer Students ² (%)	Four-year Institutions ¹ (%)
Sex			
Female	62.5	54.7	58.7
Male	37.5	45.3	41.3
Race/Ethnicity			
American Indian or Alaska Native	2.3	1.1	1.5
Asian	1.4	3.4	2.5
Black or African American	22.1	16.4	30.9
Hispanics of any race	6.8	7.4	4.8
Hawaiian Native or Pacific Islander	0.2	0.1	0.1
Non-Resident Alien	0.7	1.3	2.6
Two or more races	1.6	2.8	2.8
Unknown Race and Ethnicity	3.8	3.1	3.3
White	61.3	64.4	51.6
Pell student			
Yes	49.0	60.3	42.9
No	51.0	39.7	57.1

¹Data from IPEDS

²Data from the UNC System Office

Appalachian State University

	Transfer Students (%) ¹	All Students (%) ²
Sex		
Female	53.8	55.23
Male	46.2	44.77
Race/Ethnicity		
American Indian or Alaska Native	0.2	0.27
Asian	1.9	1.54
Black or African American	3.3	3.38
Hispanics of any race	5.2	4.04
Hawaiian Native or Pacific Islander	0.1	0.08
Non-Resident Alien	0.6	1.04
Two or more races	2.3	2.50
Unknown Race and Ethnicity	2.4	1.76
White	84.2	85.40
Pell student		
Yes	50.9	27.60
No	49.1	72.40

¹Data from the UNC System Office

²Data from IPEDS

East Carolina University

	Transfer Students (%) ¹	All Students (%) ²
Sex		
Female	51.5	59.74
Male	48.5	40.26
Race/Ethnicity		
American Indian or Alaska Native	0.7	0.66
Asian	2.8	2.72
Black or African American	12.3	15.21
Hispanics of any race	6.5	4.84
Hawaiian Native or Pacific Islander	0.2	0.10
Non-Resident Alien	0.9	0.96
Two or more races	3.9	2.69
Unknown Race and Ethnicity	3.1	2.71
White	69.7	70.11
Pell student		
Yes	56.8	33.40
No	43.2	66.60

¹Data from the UNC System Office

²Data from IPEDS

Elizabeth City State University

	Transfer Students (%) ¹	All Students (%) ²
Sex		
Female	63.8	58.66
Male	36.2	41.34
Race/Ethnicity		
American Indian or Alaska Native	0.4	0.40
Asian	1.1	0.34
Black or African American	50.5	72.77
Hispanics of any race	1.8	1.53
Hawaiian Native or Pacific Islander	0.0	0.04
Non-Resident Alien	0.0	0.20
Two or more races	8.6	0.67
Unknown Race and Ethnicity	0.0	8.43
White	37.6	15.62
Pell student		
Yes	81.7	71.20
No	18.3	28.80

¹Data from the UNC System Office

²Data from IPEDS

Fayetteville State University

	Transfer Students (%) ¹	All Students (%) ²
Sex		
Female	71.9	69.15
Male	28.1	30.85
Race/Ethnicity		
American Indian or Alaska Native	4.0	2.49
Asian	1.5	1.61
Black or African American	46.4	64.10
Hispanics of any race	5.9	6.17
Hawaiian Native or Pacific Islander	0.4	0.19
Non-Resident Alien	0.4	0.46
Two or more races	5.5	0.65
Unknown Race and Ethnicity	0.1	5.41
White	35.7	18.92
Pell student		
Yes	68.9	57.8
No	31.1	42.20

¹Data from the UNC System Office

²Data from IPEDS

North Carolina A & T University

	Transfer Students (%) ¹	All Students (%) ²
Sex		
Female	47.8	54.91
Male	52.2	45.09
Race/Ethnicity		
American Indian or Alaska Native	0.3	0.31
Asian	2.3	1.00
Black or African American	61.9	80.12
Hispanics of any race	4.7	2.47
Hawaiian Native or Pacific Islander	0.1	0.03
Non-Resident Alien	4.1	3.63
Two or more races	1.6	2.41
Unknown Race and Ethnicity	2.6	3.58
White	22.5	6.45
Pell student		
Yes	79.0	59.8
No	21.0	40.20

¹Data from the UNC System Office

²Data from IPEDS

North Carolina Central University

	Transfer Students (%) ¹	All Students (%) ²
Sex		
Female	65.7	67.04
Male	34.3	32.96
Race/Ethnicity		
American Indian or Alaska Native	0.5	0.41
Asian	2.6	1.35
Black or African American	63.0	76.23
Hispanics of any race	4.7	3.16
Hawaiian Native or Pacific Islander	0.1	0.02
Non-Resident Alien	0.4	0.61
Two or more races	3.4	3.39
Unknown Race and Ethnicity	4.9	3.63
White	20.4	11.20
Pell student		
Yes	77.5	64.8
No	22.5	35.20

¹Data from the UNC System Office

²Data from IPEDS

North Carolina State University

	Transfer Students (%) ¹	All Students (%) ²
Sex		
Female	41.5	44.53
Male	58.5	55.47
Race/Ethnicity		
American Indian or Alaska Native	0.6	0.37
Asian	5.2	4.88
Black or African American	4.4	6.64
Hispanics of any race	6.2	4.09
Hawaiian Native or Pacific Islander	0.1	0.07
Non-Resident Alien	5.4	10.90
Two or more races	2.9	2.69
Unknown Race and Ethnicity	3.6	2.61
White	71.8	67.76
Pell student		
Yes	54.0	21.60
No	46.0	78.40

¹Data from the UNC System Office

²Data from IPEDS

University of North Carolina - Asheville

	Transfer Students (%) ¹	All Students (%) ²
Sex		
Female	49.7	57.02
Male	50.3	42.98
Race/Ethnicity		
American Indian or Alaska Native	0.4	0.47
Asian	1.6	1.49
Black or African American	3.6	3.47
Hispanics of any race	5.0	4.56
Hawaiian Native or Pacific Islander	0.0	0.05
Non-Resident Alien	0.4	1.15
Two or more races	4.6	3.31
Unknown Race and Ethnicity	3.7	3.65
White	80.6	81.84
Pell student		
Yes	67.7	33.40
No	32.3	66.60

¹Data from the UNC System Office

²Data from IPEDS

University of North Carolina - Chapel Hill

	Transfer Students (%) ¹	All Students (%) ²
Sex		
Female	53.9	57.19
Male	46.1	42.81
Race/Ethnicity		
American Indian or Alaska Native	0.2	0.47
Asian	7.4	8.30
Black or African American	7.5	7.98
Hispanics of any race	12.7	6.56
Hawaiian Native or Pacific Islander	0.1	0.19
Non-Resident Alien	2.1	5.43
Two or more races	3.3	4.31
Unknown Race and Ethnicity	4.4	3.60
White	62.4	63.18
Pell student		
Yes	63.7	21.60
No	36.3	78.40

¹Data from the UNC System Office

²Data from IPEDS

University of North Carolina - Charlotte

	Transfer Students (%) ¹	All Students (%) ²
Sex		
Female	47.6	49.83
Male	52.4	50.17
Race/Ethnicity		
American Indian or Alaska Native	0.5	0.33
Asian	6.2	4.98
Black or African American	15.4	16.06
Hispanics of any race	11.8	7.33
Hawaiian Native or Pacific Islander	0.2	0.12
Non-Resident Alien	1.8	6.20
Two or more races	3.3	3.09
Unknown Race and Ethnicity	3.3	2.76
White	57.5	59.13
Pell student		
Yes	60.4	39.40
No	39.6	60.60

¹Data from the UNC System Office

²Data from IPEDS

University of North Carolina - Greensboro

	Transfer Students (%) ¹	All Students (%) ²
Sex		
Female	65.5	66.26
Male	34.5	33.74
Race/Ethnicity		
American Indian or Alaska Native	0.4	0.35
Asian	4.3	4.24
Black or African American	19.9	24.27
Hispanics of any race	8.0	6.20
Hawaiian Native or Pacific Islander	0.1	0.09
Non-Resident Alien	0.7	3.25
Two or more races	0.6	3.62
Unknown Race and Ethnicity	3.6	1.88
White	62.4	56.11
Pell student		
Yes	63.5	45.00
No	36.5	55.00

¹Data from the UNC System Office

²Data from IPEDS

University of North Carolina - Pembroke

	Transfer Students (%) ¹	All Students (%) ²
Sex		
Female	67.2	62.59
Male	32.8	37.41
Race/Ethnicity		
American Indian or Alaska Native	13.5	15.26
Asian	1.2	1.57
Black or African American	28.7	33.95
Hispanics of any race	3.7	4.57
Hawaiian Native or Pacific Islander	0.1	0.08
Non-Resident Alien	0.1	0.96
Two or more races	2.1	2.18
Unknown Race and Ethnicity	1.3	2.00
White	49.4	39.44
Pell student		
Yes	73.1	54.80
No	26.9	45.20

¹Data from the UNC System Office

²Data from IPEDS

University of North Carolina - Wilmington

	Transfer Students (%) ¹	All Students (%) ²
Sex		
Female	56.5	61.77
Male	43.5	38.23
Race/Ethnicity		
American Indian or Alaska Native	0.4	0.53
Asian	1.5	2.00
Black or African American	5.9	5.29
Hispanics of any race	7.4	6.17
Hawaiian Native or Pacific Islander	0.1	0.12
Non-Resident Alien	0.1	0.79
Two or more races	2.2	2.86
Unknown Race and Ethnicity	3.5	2.86
White	78.7	79.37
Pell student		
Yes	54.2	28.00
No	45.8	72.00

¹Data from the UNC System Office

²Data from IPEDS

University of North Carolina School of the Arts

	Transfer Students (%) ¹	All Students (%) ²
Sex		
Female	30.6	47.43
Male	69.4	52.57
Race/Ethnicity		
American Indian or Alaska Native	0.0	0.48
Asian	1.6	1.57
Black or African American	4.8	7.77
Hispanics of any race	8.1	7.52
Hawaiian Native or Pacific Islander	1.6	0.15
Non-Resident Alien	1.6	2.61
Two or more races	6.5	4.08
Unknown Race and Ethnicity	0.0	2.96
White	75.8	72.88
Pell student		
Yes	66.1	30.20
No	33.9	69.80

¹Data from the UNC System Office

²Data from IPEDS

Western Carolina University

	Transfer Students (%) ¹	All Students (%) ²
Sex		
Female	52.3	56.38
Male	47.7	43.62
Race/Ethnicity		
American Indian or Alaska Native	1.0	0.81
Asian	1.5	1.26
Black or African American	4.7	6.42
Hispanics of any race	4.3	4.70
Hawaiian Native or Pacific Islander	0.1	0.11
Non-Resident Alien	0.2	2.21
Two or more races	1.9	3.18
Unknown Race and Ethnicity	3.1	1.01
White	83.2	80.30
Pell student		
Yes	56.3	38.20
No	43.7	61.80

¹Data from the UNC System Office

²Data from IPEDS

Winston-Salem State University

	Transfer Students (%) ¹	All Students (%) ²
Sex		
Female	74.9	71.38
Male	25.1	28.62
Race/Ethnicity		
American Indian or Alaska Native	0.6	0.43
Asian	1.3	0.77
Black or African American	50.4	70.31
Hispanics of any race	4.9	2.48
Hawaiian Native or Pacific Islander	0.0	0.06
Non-Resident Alien	3.3	1.95
Two or more races	3.3	2.63
Unknown Race and Ethnicity	2.2	3.28
White	33.9	18.09
Pell student		
Yes	66.8	59.60
No	33.2	40.4

¹Data from the UNC System Office

²Data from IPEDS