

The State of the State University:

Critical Facts about the University
of North Carolina System

Jenna Ashley Robinson



About the Author

Jenna Ashley Robinson is director of outreach for the Pope Center, which she joined in 2007. Robinson graduated from N.C. State University in 2003 with a major in political science and French. In 2012, she received her Ph.D. in political science, with a concentration in American politics and a minor in methods, from UNC-Chapel Hill. She has studied at the University of East Anglia School of American Studies in Norwich, England, and is a graduate of the Koch Associates Program sponsored by the Charles G. Koch Foundation.



Robinson is coauthor with Duke Cheston of a major Pope Center report, *Pell Grants: Where Does the Money Go?* Robinson's writing has appeared in numerous outlets, including *American Thinker*, *Human Events*, *Carolina Journal*, the *Raleigh News & Observer*, and other North Carolina newspapers. She has taught introductory courses in American politics at UNC-Chapel Hill, Southeastern Baptist Theological Seminary, and Wake Technical Community College.

Derek Spicer conducted substantial research for this report while he was an intern at the Pope Center.

The State of the State University:

Critical Facts about the University
of North Carolina System

The John William
POPE CENTER
FOR HIGHER EDUCATION POLICY

353 E. Six Forks Road

Suite 200

Raleigh, NC 27609

919.828.1400

Fax: 919.828.7455

popecenter.org

Copyright 2013 John W. Pope Center for Higher Education Policy

This paper is available on the Pope Center website: [**popecenter.org**](http://popecenter.org).

Distribution of this paper is encouraged as long as proper credit is given to the author and the Pope Center.

To the Reader

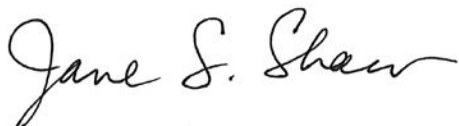
To understand and evaluate a university's effectiveness requires a lot of information. But rarely is that information brought together in one place.

"The State of the State University: Critical Facts about the University of North Carolina System" by Jenna Ashley Robinson compiles publicly available data about the University of North Carolina system. In an easily readable way, it illustrates key characteristics of the 16 campuses and how they have changed over the past decade. This information will be useful for students and parents, the public, policy-makers, university administrators, and faculty.

This report shows, through graphs and tables, the University of North Carolina system's enrollment growth, tuition history, admissions data, and graduation rates. It provides information on student aid, student debt, the ratio of faculty to students, and the ratio of administrators to faculty. It includes facts about faculty salaries, state appropriations, and state subsidy of instruction costs.

The Pope Center publishes this paper as part of our continuing effort to spur transparency in higher education. I am grateful to Jay Schalin, the Pope Center's director of policy analysis, for proposing this project; to Derek Spicer, the intern who gathered many of the facts; and to Jenna Robinson, who designed the project and wrote the report. We expect to update the information each year.

The report is available online at popecenter.org. Supportive details, including statistics for specific campuses, can be found at popecenter.org/ssu.



Jane S. Shaw
President
John W. Pope Center for Higher Education Policy



The State of the State University:

Critical Facts about the University of North Carolina System

Jenna Ashley Robinson

In 1866, Governor Zebulon B. Vance called the University of North Carolina system “the pride and chiefest ornament of North Carolina.”¹ More recently, the UNC Strategic Plan described the system as “one of the strongest and most successful systems of public higher education in the nation.”²

But how can we judge whether those statements hold true today? North Carolina citizens want to know if the system is fulfilling its mission of discovering, creating, transmitting, and applying knowledge. They should be able to discern whether the university is providing value for students and society.

This report, “The State of the State University,” provides important data to help tackle those questions. We look back over the last ten years, where the data permit, to view the trends in spending, financing, and growth.

First, we look at student-related data. Demand for higher education has grown steadily over the last ten years. In fall 2002, around 87,000 students applied to UNC schools. In 2011, that number was nearly 145,000—a 64 percent increase. Universities responded by increasing enrollment. The UNC system accepted 58,144 students in 2002 (67 percent) and 81,489 (56 percent) in 2011.

As applications increased, universities had a choice—to improve academic standards by choosing better-prepared students or to grow the student body. The university system mostly chose the latter. While the university accepted a smaller percentage of students in 2011 than in 2002, admission standards did not improve significantly. Across the 16-university campus, SAT and ACT scores of incoming freshmen have remained flat while average high school grade point averages increased only slightly—well within the margin that could be explained by the grade inflation that has also plagued colleges and universities.

If the university system had gone the route of choosing better-prepared students rather than increasing the student body over the past decade, it is likely that graduation rates would be higher. While many factors affect graduation rates, one is poor preparation and the need to take remedial classes. Graduation rates differ dramatically throughout the UNC system.

Meanwhile, how students pay for college has become more of a concern. Even adjusted for inflation, tuition and fees have grown dramatically at all 16 UNC campuses. Aid to students from federal, state, local, and institutional sources increased at roughly the same rate as tuition. Despite those increases in available aid, student debt

continues to grow. Default rates on federal student loans are unacceptably high at several UNC institutions—particularly the state’s historically black colleges. Unfortunately, reporting on student finances is opaque and confusing. Some schools report no results at all and federal data leave out important details.

Second, we look at employees in the UNC system. The number of faculty and staff employed by the system has risen considerably since 2001-02. But the ratio of students to faculty and students to administrators has stayed steady at most campuses. Professional, paraprofessional, and clerical staff outnumber faculty at all schools across the system—sometimes by a ratio of 5 to 1. Recent reductions in the UNC budget have not affected staffing levels.

Neither have budget reductions adversely affected faculty pay to any great extent. Over the past decade, salaries have mirrored the North Carolina economy. Average faculty salaries are still more than one-and-a-half times higher than that of the average North Carolina salary. And at some schools, average faculty salaries are more than twice that of the average salary. Benefits have remained generous as well; at 10 of the 16 system schools, annual benefits packages were worth more than \$20,000 in 2010-11.

Professional staff at UNC system schools are well-paid. In 2010-11, 11.3 percent of executive, administrative, managerial, and other professional staff made more than \$100,000 per year. (To give the extremes, at NC A&T, 17.3 percent made more than \$100,000; at UNC Asheville, 7.3 percent made more than \$100,000.) Only one percent of professional staff made less than \$30,000 per year. Because of the way administrator pay is reported, comparisons over time are not meaningful, so only one year’s figures are given in the report.

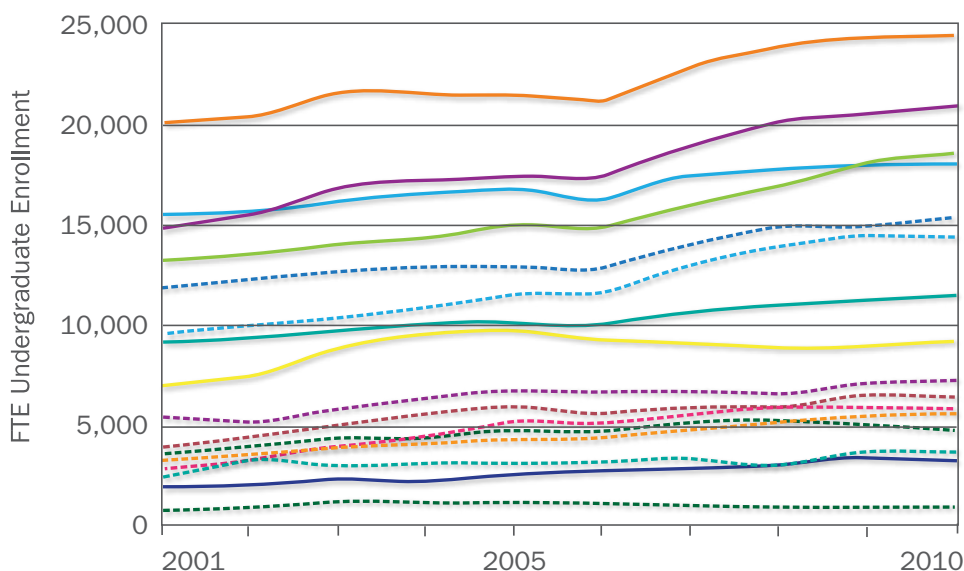
Lastly, we look at expenditures, revenues, and appropriations for the UNC System. At most schools, revenues have been steady when adjusted for inflation and growth in the number of students served—although stimulus spending did cause some disruptions in 2010.

We found that the state of North Carolina’s share of total UNC spending peaked in 2008-09, after which the North Carolina General Assembly cut appropriations to UNC modestly. The cuts were minor, even accounting for growth and inflation. Those cuts seem to have had a positive effect on the UNC system. As a percentage of total spending, instruction expenses began to grow in 2009-10. It is likely that schools corrected waste and inefficiencies by cutting costs in other areas. Finally, despite cuts—and the new focus on instruction—appropriations from the state of North Carolina continue to cover all instruction expenses in the UNC system.

Thus, the trends over the past ten years show that the University of North Carolina system has grown in enrollment and that state appropriations grew steadily until 2008-09, when modest cuts were made. Those budget cuts may have had a positive effect, because instruction spending is now a higher portion of expenditures. But students have paid more each year (in spite of continuing student aid), student debt has increased, and in some schools defaults are high.

Definitions of terms can be found on p. 15. Supportive details, including statistics for specific campuses, can be found at popcenter.org/ssu.

Enrollment at UNC Schools Has Been Growing

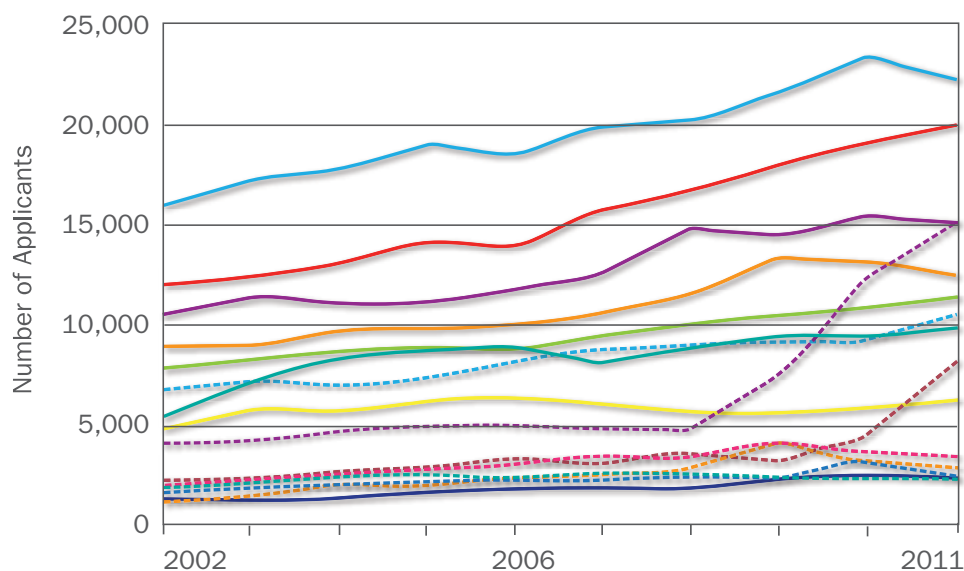


Source: IPEDS

Enrollment at UNC Schools Has Been Growing:

At all schools, undergraduate enrollment in the UNC system has grown steadily over the last decade. UNC system schools taught approximately 125,000 undergraduates in 2001-02 and 170,000 in 2010-11—a growth rate of 36 percent. Graduate enrollment in the system grew 35 percent during the same period, from 26,558 in 2001-02 to 35,906 in 2010-11.

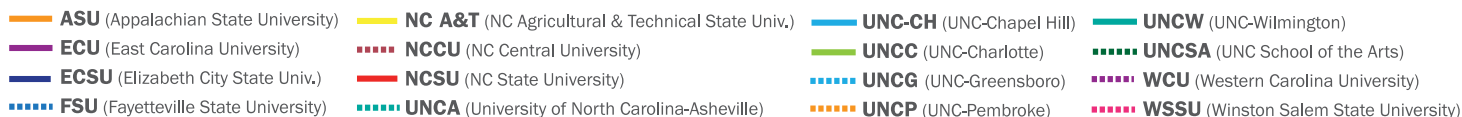
Demand for Higher Education Increases



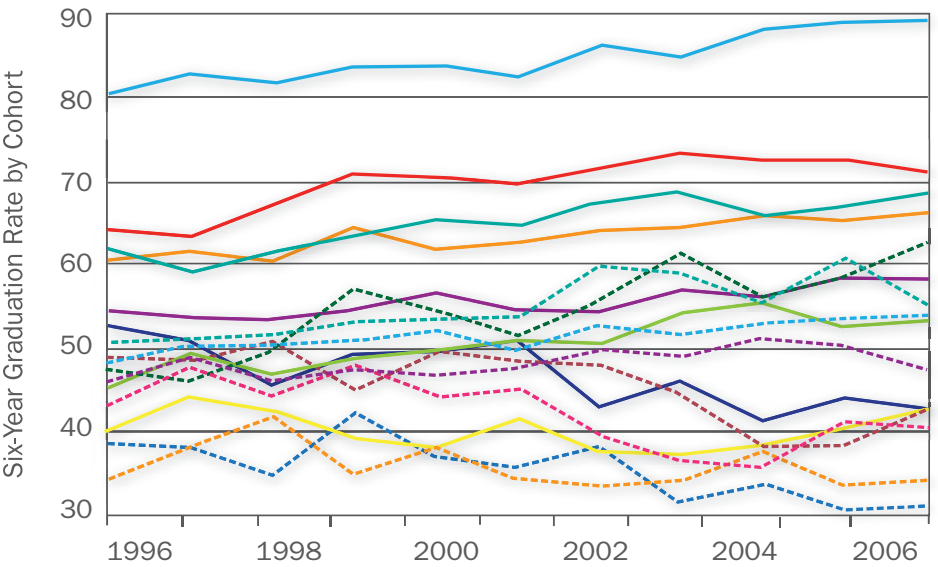
Source: IPEDS

Demand for Higher Education Increases:

Applications increased at every UNC school—dramatically at UNC-Chapel Hill, NC State, Western Carolina, and NC Central. A few UNC schools (including UNC Asheville, UNC-Chapel Hill, and UNC Wilmington) participate in the Common Application for Undergraduate Admissions, which makes applying for multiple schools easier than in the past.



Graduation Rates Differ Dramatically



Source: University of North Carolina

Graduation Rates Differ Dramatically:

As this chart shows, graduation rates vary widely across the UNC system. The chart shows six-year graduation rates for freshman cohorts since 1996 (the latest cohort entered school in 2006). UNC-Chapel Hill is at the top and approaching a rate of 90 percent, while several schools are around 40 percent or even below.

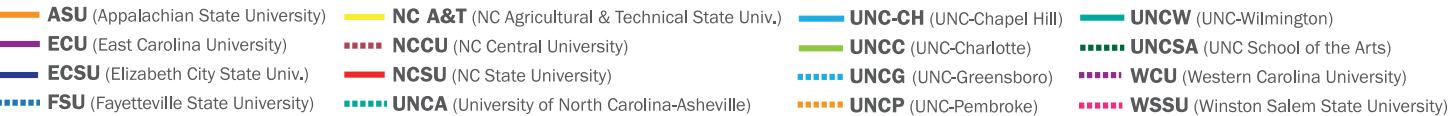
Over Time, Some Rates Rise

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
ASU	60.3	61.3	60.3	64	61.6	62.5	64	64.4	65.7	65.1	66.1
ECU	54.5	53.7	53.3	54.4	56.4	54.4	54.3	56.8	56	58.2	58.2
ECSU	52.5	50.5	45.4	49.1	49.3	50.7	42.8	45.8	41.2	43.7	42.7
FSU	38.5	38	34.9	42.2	37	35.6	38	31.5	33.6	30.5	31
NC A&T	40.1	44.2	42.5	39.5	38	41.4	37.7	37.2	38.3	40.6	42.4
NCCU	48.9	48.7	50.8	44.9	49.3	48.3	47.9	44.4	38.3	38.4	42.4
NCSU	64	63.3	66.9	70.5	70.3	69.6	71.5	73.2	72.4	72.4	71.2
UNCA	50.7	51.1	51.5	53.1	53.3	53.6	59.6	58.7	55.2	60.5	55
UNC-CH	80.4	82.8	81.7	83.8	83.8	82.6	86.1	84.9	88	88.9	89.2
UNCC	45.4	49.2	46.6	48.7	49.8	50.5	50.6	53.9	55.1	52.6	53.3
UNCG	48	50.3	50.2	51	52	49.8	52.5	51.6	52.8	53.4	54.3
UNCP	34.3	38.1	41.6	34.9	37.6	34	33.4	34.1	37.5	33.5	34.2
UNCW	61.7	59.2	61.2	63.5	65.1	64.8	67.1	68.5	65.9	66.9	68.5
UNCSA	47.6	45.9	49.6	57	54.2	51.4	55.6	61.2	55.9	58.2	62.1
WCU	45.7	48.8	46	47.3	46.7	47.4	49.5	48.8	51	50.2	47.7
WSSU	43.1	47.6	44.1	47.9	44.1	45.1	39.3	36.5	35.6	41	40.5

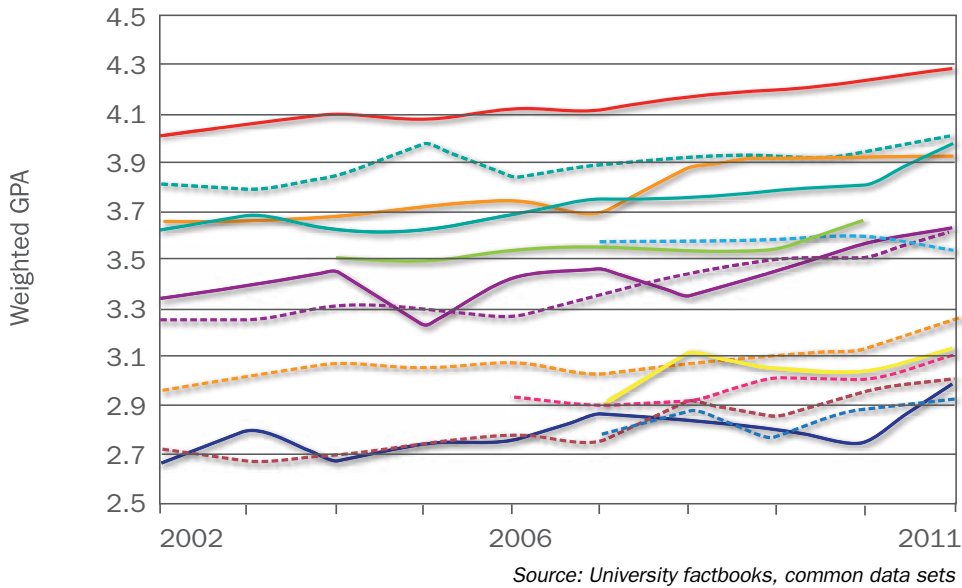
Source: IPEDS

Over Time, Some Rates Rise:

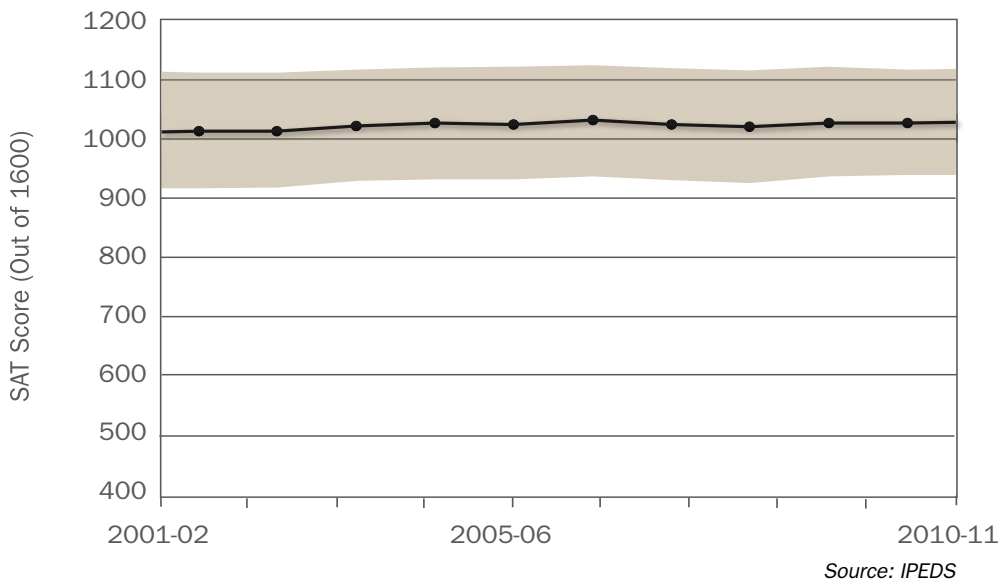
While several schools, including UNC-Chapel Hill, Appalachian State, and UNC-Wilmington, have increased their rates in the past decade, rates at others, such as UNC-Pembroke, have stayed the same, and at two, Winston-Salem State and Fayetteville State, rates have fallen.



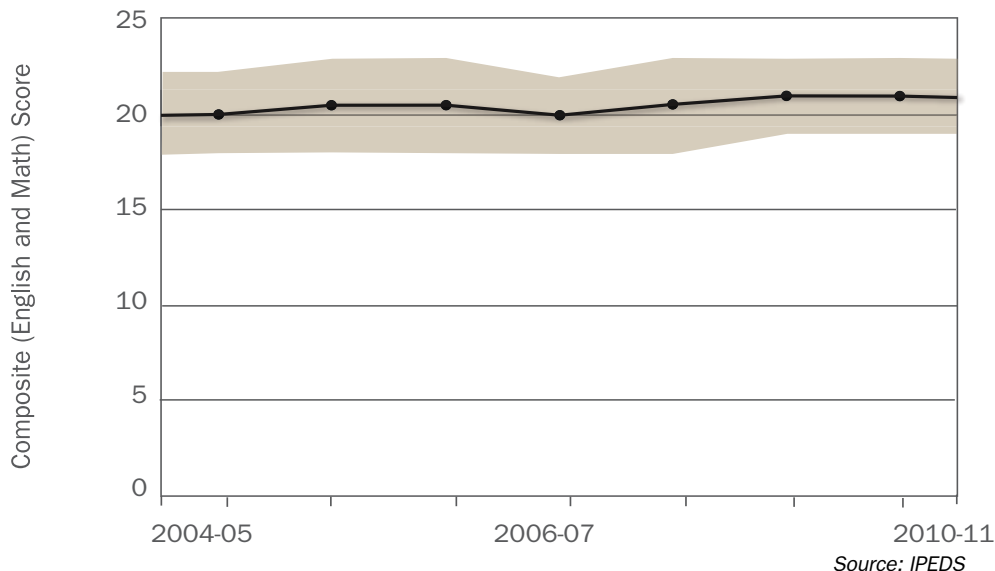
High School GPAs Improve Slightly



SAT Scores Stagnate

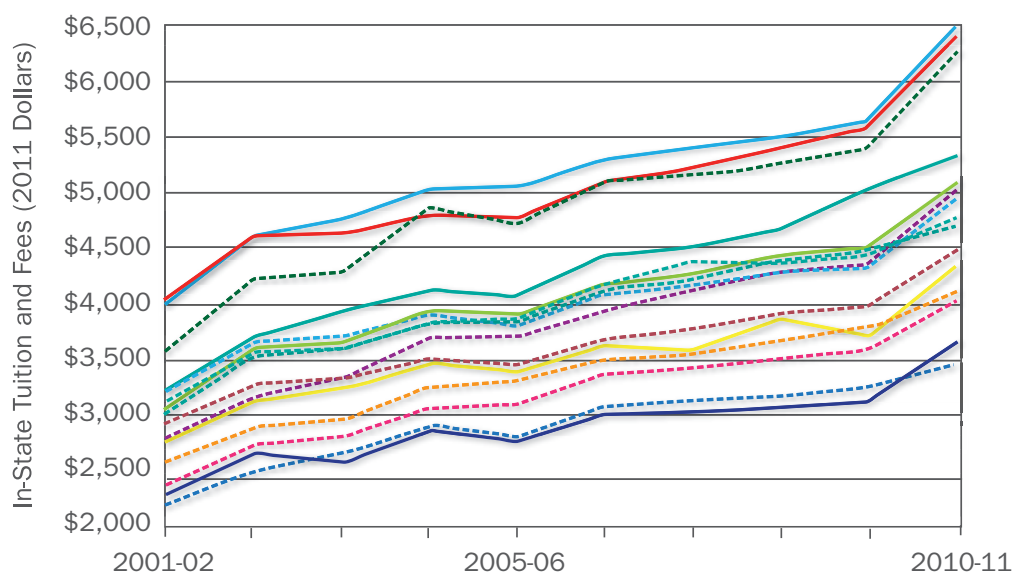


ACT Scores Stagnate, Too



GPA/SAT/ACT: The UNC system became somewhat more selective from 2002 to 2011, but academic standards did not improve significantly. Most of the “selectivity” resulted from the larger number of applicants to UNC schools, which allowed schools to accept a smaller percentage. Across the 16-university campus, SAT and ACT scores of incoming freshmen have remained flat. In 2001-02, mid-range SAT scores of enrolled freshmen varied from 914 to 1110 (measured out of the math and verbal total of 1600). In 2010-11, they ranged from 939 to 1115. ACT scores varied even less. Average high school grade point averages increased only slightly—well within the margin that could be explained by grade inflation. (Both the ACT³ and the College Board⁴ have documented significant grade inflation at sample high schools. Also note that the GPA is a weighted average—taking Advanced Placement or Honors courses earns students five or six points for an A instead of four.)

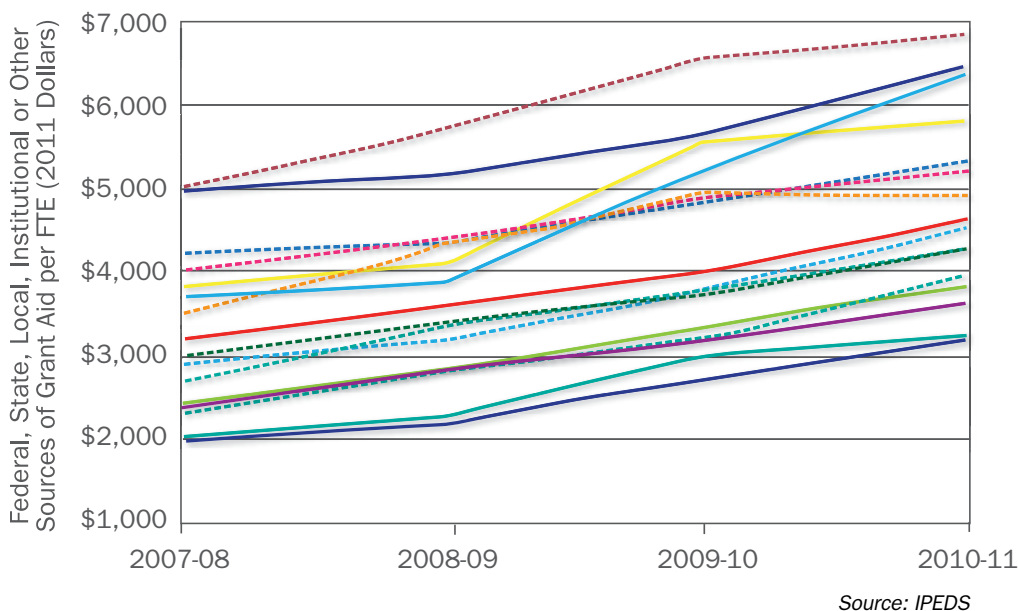
Tuition and Fees Soar



Source: The University of North Carolina/ Bureau of Labor Statistics CPI Inflation Calculator

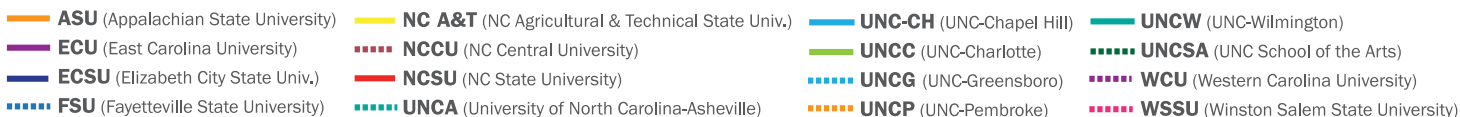
Tuition and Fees Soar: Even adjusted for inflation, in-state tuition and fees have grown dramatically at all 16 UNC campuses. The steepest increase (73 percent) occurred at UNC School of the Arts. Fayetteville State increased in-state tuition the least—56 percent. Out-of-state tuition followed a similar pattern.

Student Aid Has Increased



Source: IPEDS

Student Aid Has Increased: In the years for which data are available, aid from all public sources—federal, state, local, and institutional—has risen at levels commensurate with tuition. In 2010-11, student aid covered from 60 percent of tuition and fees (at UNC Wilmington) to 175 percent of tuition and fees (at Elizabeth City State). These complementary increases in aid and tuition tend to confirm the Bennett Hypothesis,⁵ which states that as aid increases, universities will increase tuition in order to maximize revenues.

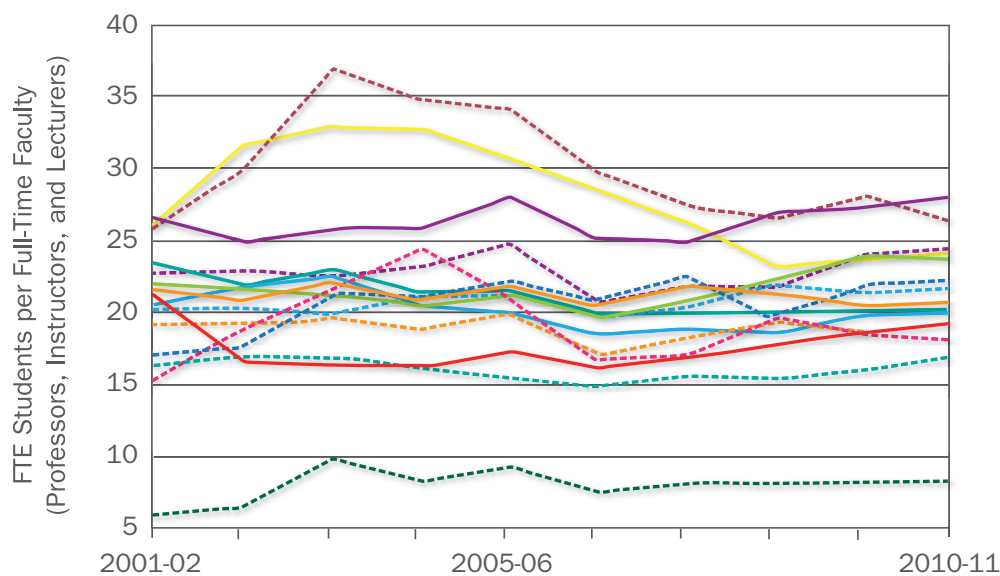


Student Debt Continues to Grow

	Average Debt of Graduates 2011	Proportion of Graduates w/Debt 2011	Nonfederal Debt % of Total Debt of Graduates 2011	Borrowers in Default (2009)	Borrowers in Repayment (2009)	Default Rate (2009)
ASU	\$17,155	54%	12%	73	2423	3.0%
ECU	\$17,805	61%	16%	151	4584	3.2%
ECSU	\$3,846	44%	49%	109	645	16.8%
FSU	NA	NA	NA	293	1682	17.4%
NC A&T	\$20,389	74%	NA	323	2376	13.5%
NCCU	NA	NA	NA	313	2100	14.9%
NCSU	\$17,317	55%	11%	109	3397	3.2%
UNCA	\$16,252	53%	5%	33	587	5.6%
UNC-CH	\$17,525	37%	16%	27	3321	0.8%
UNCC	\$17,472	46%	0%	107	3695	2.8%
UNCG	\$24,064	69%	16%	127	3228	3.9%
UNCP	NA	NA	NA	88	1412	6.2%
UNCW	\$23,841	45%	9%	103	2273	4.5%
UNCSA	NA	NA	NA	12	187	6.4%
WCU	NA	58%	NA	98	1617	6.0%
WSSU	NA	NA	NA	164	1347	12.1%

Source: The Project on Student Debt, Federal Student Aid Data Center

At Most Schools, Student-Faculty Ratios Are Steady



Source: IPEDS

Student Debt Continues to Grow:

Despite the increases in available aid, student debt is growing.

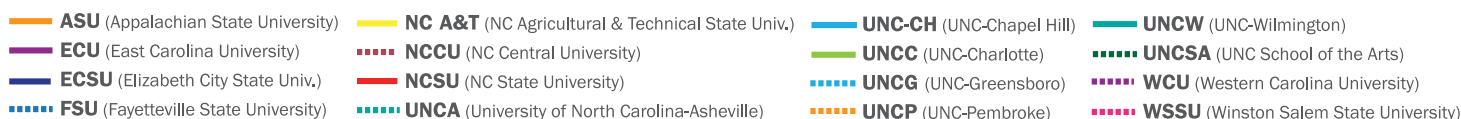
Default rates on federal student loans are very high at several UNC institutions—above 12 percent at Fayetteville State, NC Central, UNC Pembroke, UNC School of the Arts, Western Carolina, and Winston-Salem State. The federal government default rates include

only borrowers who default within three years of leaving school, not borrowers who default later.

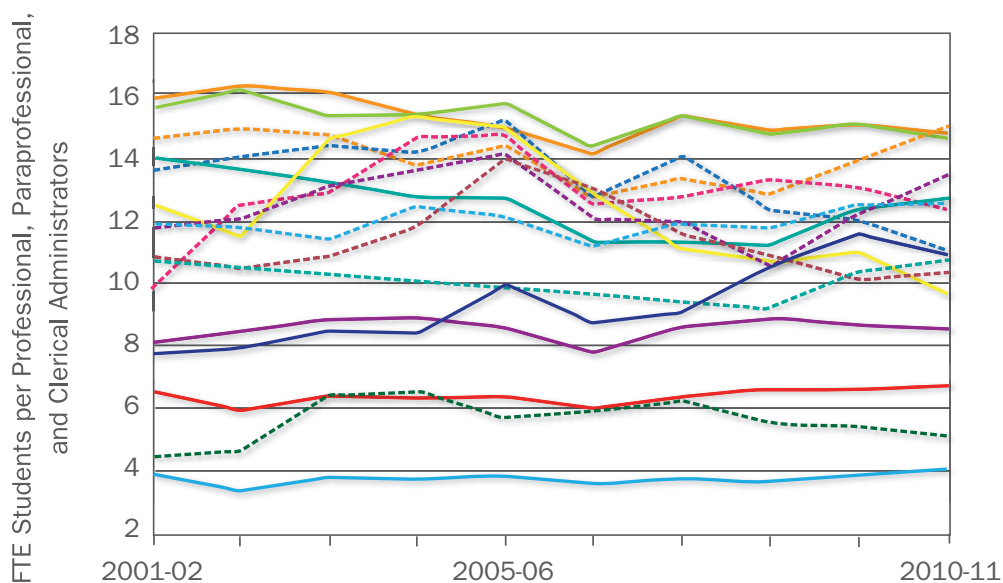
Many UNC schools, including some with low graduation rates, simply do not report the average amount borrowed or the number of students who are in debt, including some with low graduation rates.

A 2005 study from the National Center for Public Policy and Higher Education⁶ suggests that as many as 22 percent of those who borrow but who do not graduate will default on student loan debt.

Student-Faculty Ratio: The number of full-time faculty employed by the system has risen considerably—from 9,032 in 2001-02 to 11,596 in 2010-11. But the ratio of students to faculty has stayed steady at most campuses; as enrollment has grown, universities have hired more faculty members.



Few Schools Have Cut Administrative Positions

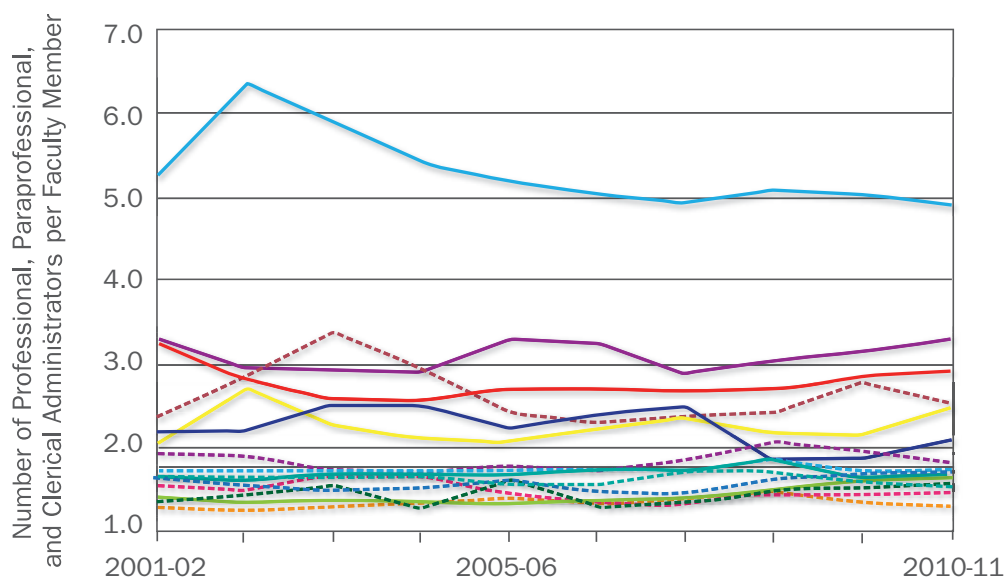


Source: IPEDS

Student-Administrator

Ratio: The number of professional, paraprofessional, and clerical staff employed by the system has risen—from 18,790 in 2001-02 to 24,466 in 2010-11. The ratio of students to administrators has stayed steady at most campuses.

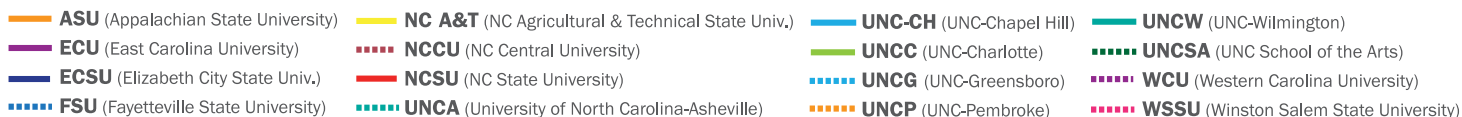
Administrators Outnumber Faculty at All UNC Schools



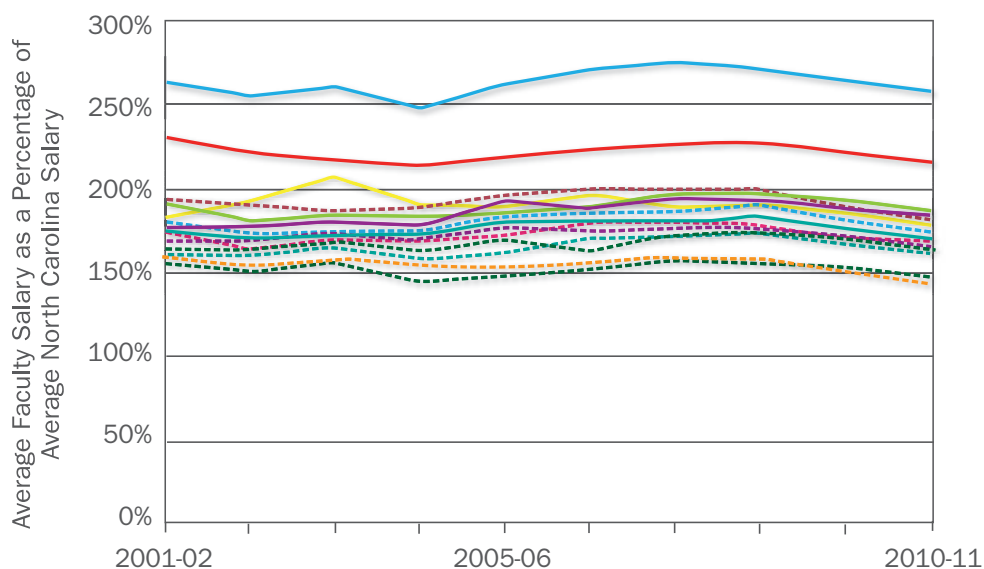
Source: IPEDS

Administrator-Faculty

Ratio: Professional, paraprofessional, and clerical staff outnumber faculty at all schools across the system—sometimes by a ratio of 5 to 1. Recent reductions in the UNC budget have not affected staffing levels.



Faculty Salaries Have Mirrored the State's Economy



Source: IPEDS, BLS

Faculty Salaries: Over the past decade, salaries have mirrored (the admittedly slow) growth in the North Carolina economy. Given weak state revenues and high state unemployment, this level of funding shows a commitment to faculty retention. Average faculty salaries are still more than one-and-a-half times higher than that of the average North Carolina salary. And at some schools—including UNC-Chapel Hill and NC State—salaries are more than twice that of an average salary. Benefits are generous; at 10 of the 16 system schools, the average yearly benefit package was worth more than \$20,000 in 2010-11.

Professional Staff Are Well-Paid

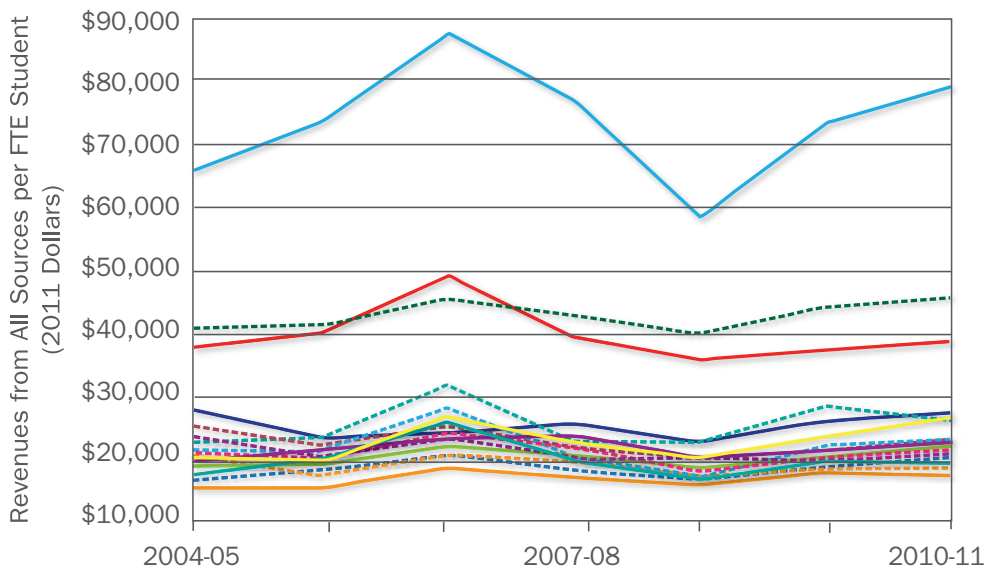
	Percent of Professional Staff with Salaries over \$100k	Percent of Professional Staff with Salaries under \$30k
ASU	14.2%	2.7%
ECU	11.2%	1.2%
ECSU	8.7%	5.4%
FSU	13.0%	2.2%
NC A&T	17.3%	0.6%
NCCU	12.6%	2.1%
NCSU	11.1%	0.9%
UNCA	7.3%	2.8%
UNC-CH	11.0%	0.1%
UNCC	9.9%	1.5%
UNCG	12.2%	2.5%
UNCP	9.6%	1.8%
UNCW	9.9%	1.1%
UNC-SA	14.3%	6.1%
WCU	10.2%	2.2%
WSSU	16.9%	0.6%

Professional Staff Are Well-Paid:

Professional staff at UNC system schools are well paid. In 2010-11, 11.3 percent of executive, administrative, managerial and other professional staff made more than \$100,000 per year. Only one percent of professional staff made less than \$30,000 per year. Because of the way administrator pay is reported, comparisons over time are not meaningful, so only one year's figures are included.

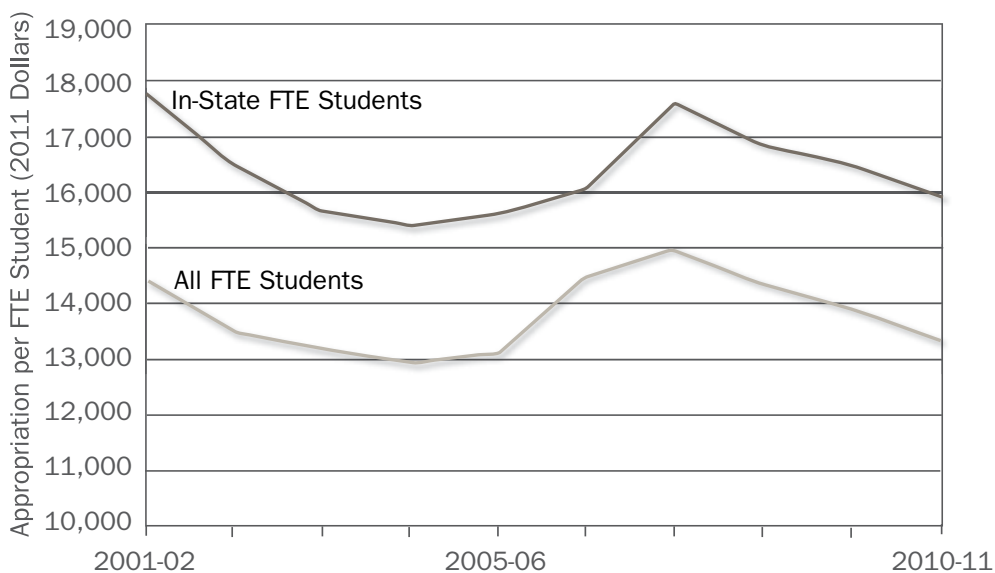
ASU (Appalachian State University) NC A&T (NC Agricultural & Technical State Univ.) UNC-CH (UNC-Chapel Hill) UNCW (UNC-Wilmington)
 ECU (East Carolina University) NCCU (NC Central University) UNCC (UNC-Charlotte) UNC-SA (UNC School of the Arts)
 ECSU (Elizabeth City State Univ.) NCSU (NC State University) UNCG (UNC-Greensboro) WCU (Western Carolina University)
 FSU (Fayetteville State University) UNCA (University of North Carolina-Asheville) UNCP (UNC-Pembroke) WSSU (Winston Salem State University)

Revenues Are Steady At Most, But Not All, Schools

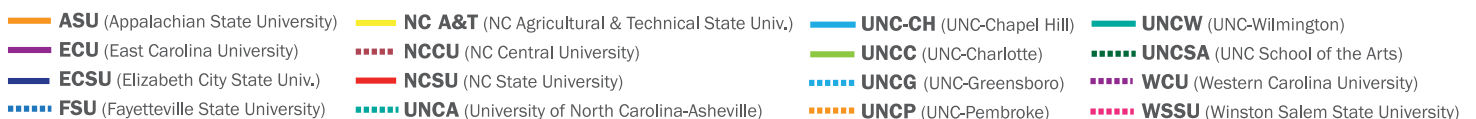


Schools' Revenues: At most schools, revenues have been steady when adjusted for inflation and enrollment. The chief exception is UNC-Chapel Hill, where there was considerable fluctuation. Because revenues from tuition and fees, state appropriations, and government grants and contracts remained steady, the variation probably came from the poor performance of the UNC-Chapel Hill Endowment Fund. It fell 19.6% between June 2008 and June 2009.

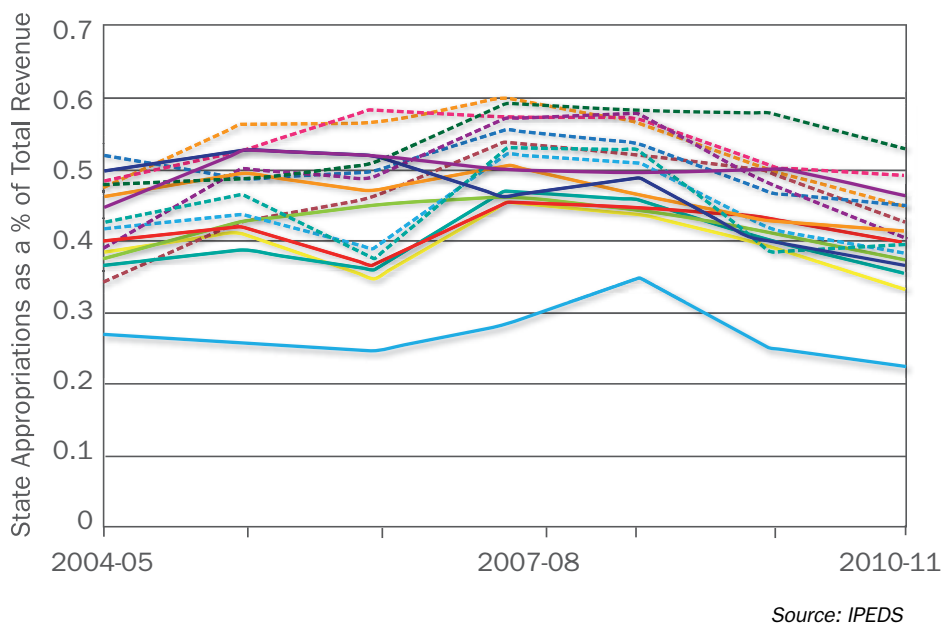
State Appropriations Fluctuate



State Appropriations: State appropriations per full-time equivalent student have fluctuated in the past decade. From 2001-02 to 2004-05, per-student spending shrank in real terms—mostly because of inflation during that period. Beginning in 2005-06, the General Assembly gave UNC generous budget increases. In both nominal and real dollars, budget increases continued until 2009-2010, but enrollment growth outstripped appropriations. In 2010-11, the General Assembly decreased its appropriation to UNC for the first time in both nominal and constant dollars.

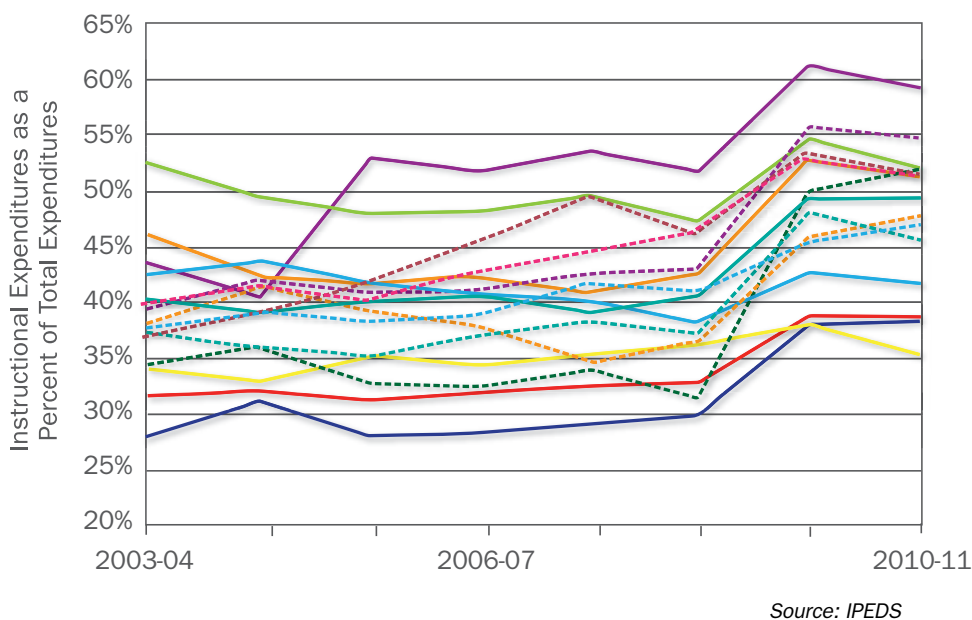


State Share of Revenue Peaked in 2008-09

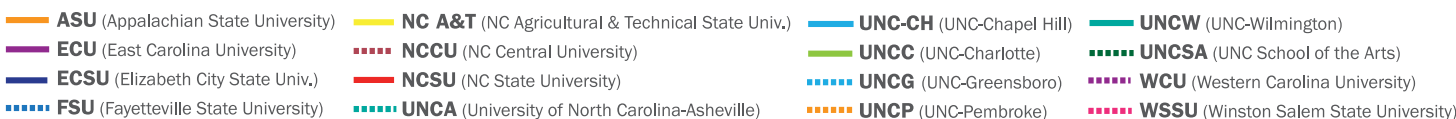


State Share of Revenue: The state of North Carolina's share of total UNC spending peaked in 2008-09, after which the North Carolina General Assembly cut its appropriations to UNC modestly. The cuts were minor, even accounting for growth and inflation. (Federal stimulus money received from the American Recovery and Reinvestment Act in 2010-11, caused the state appropriations for 2010-11 to represent a smaller share of the total.)

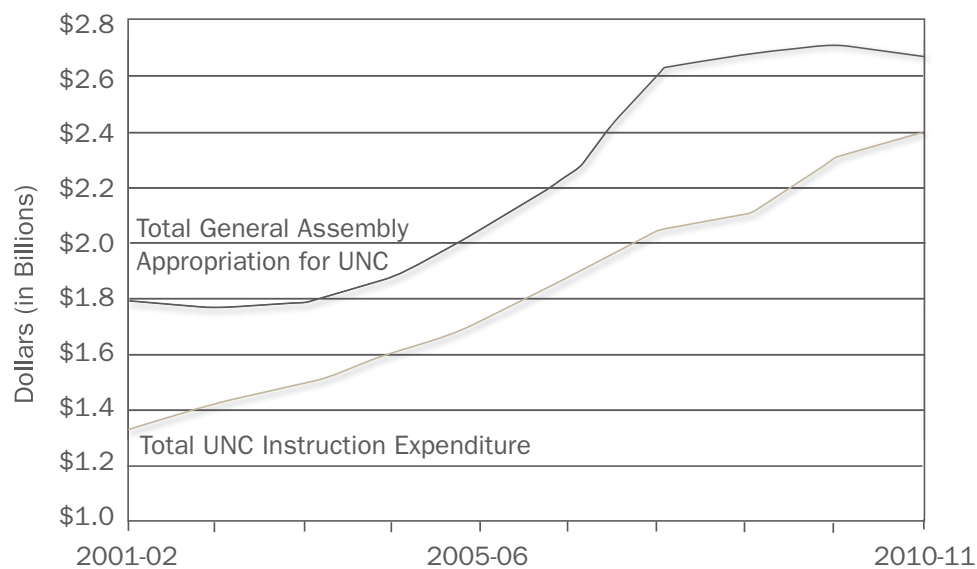
Universities Focus on Instruction in Response to Recent Budget Cuts



Focus on Instruction: As a percentage of total spending, instruction expenses grew, starting in 2009-10. This most likely occurred as schools responded to state budget cuts and addressed waste and inefficiencies in other areas.



State Appropriations Cover All UNC Instruction Expenses



Source: IPEDS

State Appropriations:

Despite cuts—and the new focus on instruction—state appropriations alone continue to cover all instruction expenses in the UNC system.

ASU (Appalachian State University)	NC A&T (NC Agricultural & Technical State Univ.)	UNC-CH (UNC-Chapel Hill)	UNCW (UNC-Wilmington)
ECU (East Carolina University)	NCCU (NC Central University)	UNCC (UNC-Charlotte)	UNC-SA (UNC School of the Arts)
ECSU (Elizabeth City State Univ.)	NCSU (NC State University)	UNCG (UNC-Greensboro)	WCU (Western Carolina University)
FSU (Fayetteville State University)	UNCA (University of North Carolina-Asheville)	UNCP (UNC-Pembroke)	WSSU (Winston Salem State University)

Definitions for “The State of the State University”

Enrollment

- **Undergrads:**

- Definition: Reported 12-month full-time equivalent (FTE)* undergraduate enrollment.

Source: IPEDS (Integrated Postsecondary Education Data System, U.S. Department of Education)

- **Graduates**

- Definition: Reported 12-month full-time equivalent (FTE) graduate enrollment.

Source: IPEDS

Admissions

- **Total Applications**

- Definition: The total number of applications a school receives per year.

Source: IPEDS

Admissions GPA

- **Average Incoming Freshman GPA**

- Definition: The average high school grade point average for the incoming freshman class on a 5.0 scale.

Source: University fact books and common data sets

Admissions Test Scores

- **SATs Critical Reading 25th Percentile**

- Definition: 25 percent of incoming freshmen scored lower than this score on the Critical Reading portion of the SATs at that college/university.

Source: IPEDS

- **SATs Critical Reading 75th Percentile**

- Definition: 75 percent of incoming freshmen scored lower than this score on the Critical Reading portion of the SATs at that college/university.

Source: IPEDS

- **SATs Math 25th Percentile**

- Definition: 25 percent of incoming freshmen scored lower than this score on the Math portion of the SATs at that college/university.

Source: IPEDS

- **SATs Math 75th Percentile**

- Definition: 75 percent of incoming freshmen scored lower than this score on the Math portion of the SATs at that college/university.

Source: IPEDS

- **SATs Writing 25th Percentile**

- Definition: 25 percent of incoming freshmen scored lower than this score on the Writing portion of the SATs at that college/university.

Source: IPEDS

- **SATs Writing 75th Percentile**

- Definition: 75 percent of incoming freshmen scored lower than this score on the Writing portion of the SATs at that college/university.

Source: IPEDS

- **ACTs Composite 25th Percentile**

- Definition: 25 percent of incoming freshmen scored lower than this score on the Composite portion of the ACTs at that college/university.

Source: IPEDS

*FTE (Full-Time Equivalent) is the comparable workload for an employee or student that qualifies him or her as a full-time employee (or student).

- **ACTs Composite 75th Percentile**

- Definition: 75 percent of incoming freshmen scored lower than this score on the Composite portion of the ACTs at that college/university.

Source: IPEDS

- **ACTs English 25th Percentile**

- Definition: 25 percent of incoming freshmen scored lower than this score on the English portion of the ACTs at that college/university.

Source: IPEDS

- **ACTs English 75th Percentile**

- Definition: 75 percent of incoming freshmen scored lower than this score on the English portion of the ACTs at that college/university.

Source: IPEDS

- **ACTs Math 25th Percentile**

- Definition: 25 percent of incoming freshmen scored lower than this score on the Math portion of the ACTs at that college/university.

Source: IPEDS

- **ACTs Math 75th Percentile**

- Definition: 75 percent of incoming freshmen scored lower than this score on the Math portion of the ACTs at that college/university.

Source: IPEDS

- **ACTs Writing 25th Percentile**

- Definition: 25 percent of incoming freshmen scored lower than this score on the Writing portion of the ACTs at that college/university.

Source: IPEDS

Student Debt

- **Average Debt of Graduates**

- Definition: The average amount of student loan debt per student at a particular university.

Source: Project on Student Debt

- **Proportion of Graduates with Debt**

- Definition: The percentage of students who graduate from a particular university with any student loan debt.

Source: Project on Student Debt

- **Nonfederal Debt as a Percent of Total Debt of Graduates**

- Definition: The percentage of student loan debt at a particular university that is not federally subsidized.

Source: Project on Student Debt

- **Number in Default:**

- Definition: Number of students who were in default in 2009.

Source: National Student Loan Data System
(<http://www.nslds.ed.gov>)

- **Number in Repayment:**

- Definition: Number of students who have entered a repayment program to avoid default.

Source: National Student Loan Data System
(<http://www.nslds.ed.gov>)

- **Default Rate**

- Definition: The percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year (FY), October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year.

Source: National Student Loan Data System
(<http://www.nslds.ed.gov>)

Administrative Staff

- **Total Full-Time Executive/Administrative and Managerial Staff**

- Definition: The total number of full-time executive, administrative, and managerial staffers at that university that year.

Source: IPEDS

- **Total Full-Time Technical and Paraprofessional Staff**

- Definition: The total number of full-time technical and paraprofessional staffers at that university that year.

Source: IPEDS

- **Total Full-Time Clerical and Secretarial Staff**

- Definition: The total number of full-time clerical and secretarial staffers at that university that year.

Source: IPEDS

- **Total Full-Time Other Professional Staff**

- Definition: The total number of full-time non-instructional professional staffers not listed in above categories at that university that year.

Source: IPEDS

- **Salary Range**

- Definition: The total number of administrators for each category (executive, technical, clerical, and other) that fall within a listed salary range for that university that year.

Source: IPEDS

Faculty Compensation**

- **Faculty Benefits**

- Definition: The total amount in benefits paid per year to a university's faculty staff for a 9-month contract or its equivalent. Employee fringe benefits include retirement plans, social security taxes, medical/dental plans, guaranteed disability income protection plans, tuition plans, housing plans, unemployment compensation plans, group life insurance plans, worker's compensation plans, and other benefits in-kind with cash options.

Source: IPEDS

- **Faculty Salary, Professor**

- Definition: Yearly average salary for teachers with the academic rank of Professor.

Source: IPEDS

- **Faculty Salary, Associate Professor**

- Definition: Yearly average salary for teachers with the academic rank of Associate Professor (on track to becoming Professor). Upon receiving the rank of Associate Professor, the teacher gains tenure.

Source: IPEDS

- **Faculty Salary, Assistant Professor**

- Definition: Yearly average salary for teachers with the academic rank of Assistant Professor (on track to becoming Associate Professor and tenured).

Source: IPEDS

- **Faculty Salary, Instructor**

- Definition: Yearly average salary for teachers with the academic rank of Instructor.

Source: IPEDS

- **Faculty Salary, Lecturer**

- Definition: Yearly average salary for teachers with the academic rank of Lecturer. Lecturers have no research obligations and are not on tenure track.

Source: IPEDS

Revenues

- **Average Student Aid from All Sources**

- Definition: Average amount of aid per student per year at that university from all sources.

Source: IPEDS

Expenses

- **Instruction**

- Definition: Amount of money spent per FTE on teaching. Includes general academic instruction, occupational and vocational instruction, community education, preparatory and adult basic education, and regular, special, and extension sessions.

Source: IPEDS

**All employee compensation is measured in 9-month contracts, which is the contracted teaching period of faculty employed for 2 semesters, 3 quarters, 2 trimesters, two 4-month sessions, or the equivalent.

- **Research**

- Definition: Amount of money spent per FTE on research. The category includes institutes and research centers, and individual and project research. This function does not include nonresearch sponsored programs (e.g., training programs).

Source: IPEDS

- **Public Service**

- Definition: Amount of money spent per FTE on public service. Examples are conferences, institutes, general advisory service, reference bureaus, and similar services provided to particular sectors of the community. This function includes expenses for community services, cooperative extension services, and public broadcasting services.

Source: IPEDS

- **Academic Support**

- Definition: Amount of money spent per FTE on academic support. It includes the retention, preservation, and display of educational materials (for example, libraries, museums, and galleries).

Source: IPEDS

- **Student Service**

- Definition: Amount of money spent per FTE on student service. Examples include student activities, cultural events, student newspapers, intramural athletics, student organizations, supplemental instruction outside the normal administration, and student records.

Source: IPEDS

- **Institutional Support**

- Definition: Amount of money spent per FTE on Institutional Support. Includes expenses for general administrative services, central executive-level activities concerned with management and long-range planning, legal and fiscal operations, space management, employee personnel and records, logistical services such as purchasing and printing, and public relations and development.

Source: IPEDS

- **Other**

- Definition: Amount of money spent per FTE on all other activities.

Source: IPEDS

Tuition/Fees

- **In-state**

- Definition: Combined total of tuition and fees for 2 semesters or 1 year for students living in state.

Sources: IPEDS, University fact books and common data sets

- **Out-of-state**

- Definition: Combined total of tuition and fees for 2 semesters or 1 year for students living out of state.

Sources: IPEDS, University fact books and common data sets

Graduation Rates

- **6-year graduation rate**

- Definition: The percentage of students who completed a bachelor's degree within 6 years of a given year.

Source: IPEDS

- **4-year graduation rate**

- Definition: The percentage of students who completed a bachelor's degree within 4 years of a given year.

Source: IPEDS

- **Number of degrees, 6-year graduation rate**

- Definition: The number of students who completed a bachelor's degree within 6 years of a given year.

– Source: IPEDS

- **Number of degrees, 4-year graduation rate**

- Definition: The number of students who completed a bachelor's degree within 4 years of a given year.

Source: IPEDS

Admissions Test Scores

- **SATs Critical Reading 25th Percentile**

- Definition: 25 percent of incoming freshmen scored lower than this score on the Critical Reading portion of the SATs at that college/university.

Source: IPEDS

- **SATs Critical Reading 75th Percentile**

- Definition: 75 percent of incoming freshmen scored lower than this score on the Critical Reading portion of the SATs at that college/university.

Source: IPEDS

- **SATs Math 25th Percentile**

- Definition: 25 percent of incoming freshmen scored lower than this score on the Math portion of the SATs at that college/university.

Source: IPEDS

- **SATs Math 75th Percentile**

- Definition: 75 percent of incoming freshmen scored lower than this score on the Math portion of the SATs at that college/university.

Source: IPEDS

- **SATs Writing 25th Percentile**

- Definition: 25 percent of incoming freshmen scored lower than this score on the Writing portion of the SATs at that college/university.

Source: IPEDS

- **SATs Writing 75th Percentile**

- Definition: 75 percent of incoming freshmen scored lower than this score on the Writing portion of the SATs at that college/university.

Source: IPEDS

- **ACTs Composite 25th Percentile**

- Definition: 25 percent of incoming freshmen scored lower than this score on the Composite portion of the ACTs at that college/university.

Source: IPEDS

- **ACTs Composite 75th Percentile**

- Definition: 75 percent of incoming freshmen scored lower than this score on the Composite portion of the ACTs at that college/university.

Source: IPEDS

- **ACTs English 25th Percentile**

- Definition: 25 percent of incoming freshmen scored lower than this score on the English portion of the ACTs at that college/university.

Source: IPEDS

- **ACTs English 75th Percentile**

- Definition: 75 percent of incoming freshmen scored lower than this score on the English portion of the ACTs at that college/university.

Source: IPEDS

- **ACTs Math 25th Percentile**

- Definition: 25 percent of incoming freshmen scored lower than this score on the Math portion of the ACTs at that college/university.

Source: IPEDS

- **ACTs Math 75th Percentile**

- Definition: 75 percent of incoming freshmen scored lower than this score on the Math portion of the ACTs at that college/university.

Source: IPEDS

- **ACTs Writing 25th Percentile**

- Definition: 25 percent of incoming freshmen scored lower than this score on the Writing portion of the ACTs at that college/university.

Source: IPEDS

- **ACTs Writing 75th Percentile**

- Definition: 75 percent of incoming freshmen scored lower than this score on the Writing portion of the ACTs at that college/university.

Source: IPEDS

References

- ¹ Vance, Zebulon. *The Duties of Defeat: An Address Delivered before the Two Literary Societies of the University of North Carolina June 7th, 1866*, p. 5. Online: <http://docsouth.unc.edu/nc/vance/vance.html>.
- ² University of North Carolina. *Our Time Our Future: The UNC Compact with North Carolina*. February 2013. Online: http://www.northcarolina.edu/strategic_direction/STRATEGIC_DIRECTIONS_2013-2018.pdf.
- ³ "Are High School Grades Inflated?" *Issues in College Readiness*. 2005. <http://www.act.org/research/policymakers/pdf/issues.pdf>.
- ⁴ Godfrey, Kelly. "Investigating Grade Inflation and Non-Equivalence." 2012. <http://research.collegeboard.org/sites/default/files/publications/2012/7/researchreport-2011-2-investigating-grade-inflation-non-equivalence.pdf>.
- ⁵ Gillen, Andrew. "Introducing Bennett Hypothesis 2.0." 2012. http://centerforcollegeaffordability.org/uploads/Introducing_Bennett_Hypothesis_2.pdf
- ⁶ Gladieux, Lawrence and Laura Perna. "Borrowers Who Drop Out: A Neglected Aspect of the College Student Loan Trend." 2005. <http://www.highereducation.org/reports/borrowing/borrowers.pdf>

ABOUT THE POPE CENTER

The John William Pope Center for Higher Education Policy is a nonprofit institute dedicated to improving higher education in North Carolina and the nation. Located in Raleigh, North Carolina, it is named for the late John William Pope, who served on the Board of Trustees of the University of North Carolina at Chapel Hill.

The center aims to increase the diversity of ideas discussed on campus, encourage respect for freedom, improve student learning, and lower the cost of education to both students and taxpayers.

To accomplish these goals, we inform parents, students, trustees, alumni, and administrators about actual learning on campus and how it can be improved. We inform taxpayers and policymakers about the use and impact of government funds, and we seek ways to help students become acquainted with ideas that are dismissed or marginalized on campuses today.

Jane S. Shaw is the president of the Pope Center. She can be reached at shaw@popecenter.org. More information about the Pope Center, as well as most of our studies and articles, can be found on our Web site at **popecenter.org**. Donations to the center, a 501(c)(3) organization, are tax-deductible.

The State of the State University:

Critical Facts about the University of North Carolina System

Jenna Ashley Robinson

To understand and evaluate a university's effectiveness requires a lot of information. But rarely is that information brought together in one place.

"The State of the State University: Critical Facts about the University of North Carolina System" compiles publicly available data about the University of North Carolina system. It vividly illustrates key characteristics of the 16 constituent campuses and how they have changed over the past decade. This information will be useful for students and parents, the public, policy-makers, university administrators, and faculty.

This report shows, through graphs and tables, the University of North Carolina system's enrollment growth, tuition history, admissions data, and graduation rates. It provides details about student aid, student debt, the ratio of faculty to students, and the ratio of administrators to faculty. It includes information about faculty salaries, state appropriations, and state subsidy of instruction costs.

The author is Jenna Ashley Robinson, director of outreach for the John W. Pope Center for Higher Education Policy. The Pope Center publishes this paper as part of our continuing effort to spur transparency in higher education. We expect to update the information each year.

The John W. Pope Center for Higher Education Policy is a nonprofit institute dedicated to excellence in higher education, both nationally and in North Carolina. The report is available online at popecenter.org, and additional copies can be ordered by contacting the center at info@popecenter.org.



The John William
POPE CENTER

FOR HIGHER EDUCATION POLICY