

The State of the State University 2015:

Critical Facts about the
University of North Carolina System

Jenna A. Robinson
Harry Painter



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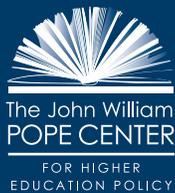
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The State of the State University 2015:

Critical Facts about the University of North Carolina System

North Carolina citizens want to know if the UNC 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.

“The State of the State University 2015: Critical Facts about the University of North Carolina System” provides important data to help tackle those questions.

This report compiles publicly available data about the University of North Carolina system from the past decade. The report is intended to help educate students, parents, the public, policymakers, 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.

We divide the report into four sections, starting with student enrollment, completion, and performance figures. The second section covers student cost: what students are paying out of pocket and how much they are indebted after graduation. In the third section, we explore

the situation for non-student stakeholders on campus: faculty, staff, and administrators. Section four provides data on state support for higher education.

We find that, whether measured by revenues per student or state appropriations per student, the fiscal situation has not changed much for state universities in the past decade. What has changed is that students are paying more out of pocket than they used to. Tuition and fees and student aid have risen over the last five years, but the rise in tuition and fees has outpaced the rise in average aid. Default rates and debt have gone up over the last 10 years as well.

More students are enrolling at UNC schools, and more of them are graduating in six years. But graduation rates vary widely across the system. As we recommended in our 2013 “State of the State University” report, the UNC system should focus on improving quality instead of raw numbers. Graduation rates would likely improve if colleges chose more students who were well prepared. As enrollment has grown, we also find that the number non-instructional staff has ballooned.

Supporting data for this report can be found at popecenter.org/SSU.

We appreciate the generous funding of Robert L. Luddy for the publication of this paper.

SECTION 1: STUDENTS IN AND OUT

More students are enrolling at UNC schools, and more of them are graduating in six years. But both growth and student success remain very uneven across campuses.

Undergraduate Enrollment Grows then Plateaus

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
ASU	12,749	12,939	12,988	12,842	14,090	14,853	14,914	15,297	15,657	15,858
ECU	16,686	17,162	17,364	17,410	18,988	20,112	20,559	20,846	20,720	20,348
ECSU	2,242	2,256	2,605	2,696	2,926	3,045	3,433	3,333	2,932	2,727
FSU	4,298	4,353	4,878	4,669	5,402	5,082	4,983	4,743	4,795	4,714
NCA&T	8,875	9,608	9,974	9,348	9,164	8,832	9,048	9,168	8,909	8,578
NCCU	5,077	5,603	5,856	5,512	5,997	5,842	6,381	6,400	6,285	6,321
NCSU	21,570	21,385	21,591	21,247	23,014	23,766	24,252	24,406	24,394	24,073
UNCA	3,029	3,174	3,082	3,076	3,183	3,181	3,411	3,461	3,371	3,292
UNC-CH	16,122	16,477	16,722	16,253	17,433	17,775	18,040	18,212	18,078	18,306
UNCC	13,941	14,224	15,090	14,798	16,145	17,011	18,057	18,509	18,845	19,592
UNCG	10,326	10,807	11,456	11,562	12,989	13,982	14,506	14,440	14,089	13,800
UNCP	3,874	4,036	4,460	4,298	4,733	5,063	5,514	5,543	5,109	5,048
UNCW	9,709	10,161	10,271	10,032	10,690	10,975	11,273	11,520	11,690	12,218
UNCSA	1,037	994	1,055	951	980	962	926	907	818	821
WCU	5,771	6,380	6,812	6,511	6,712	6,436	6,999	7,131	7,279	7,559
WSSU	3,853	4,518	5,048	4,889	5,347	5,908	5,860	5,769	5,454	5,048
TOTAL	139,159	144,077	149,252	146,094	157,793	162,825	168,156	169,685	168,425	168,303

Source: IPEDS

Undergraduate enrollment has grown more than 20 percent in the last 10 years, with most of the growth occurring before 2009. For the past five years, many schools' undergraduate enrollment has flattened or declined slightly.

Grad School Enrollment Follows the Same Pattern

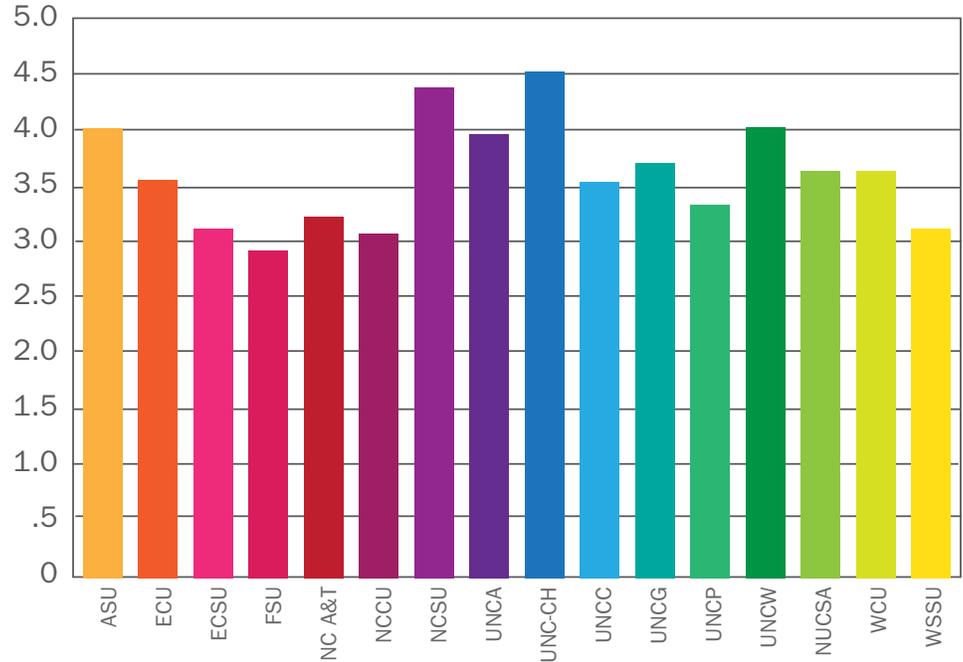
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
ASU	1,090	1,179	1,288	1,047	1,496	1,607	1,620	1,613	1,492	1,504
ECU	3,299	3,654	3,859	3,340	4,278	4,470	4,725	4,563	3,767	3,595
ECSU	13	17	37	37	55	46	47	50	78	76
FSU	615	588	631	459	420	411	480	518	559	583
NCA&T	838	910	988	968	1,020	1,141	1,211	1,176	1,250	1,227
NCCU	839	800	912	881	996	1,051	1,805	1,821	1,002	960
NCSU	4,126	4,296	4,389	4,310	4,741	5,061	5,946	6,344	5,993	5,885
UNCA	13	16	14	10	12	15	19	22	20	20
UNC-CH	6,218	6,267	6,334	6,046	6,282	6,430	10,641	10,701	6,143	6,640
UNCC	2,277	2,375	2,527	2,505	3,042	3,240	3,315	3,210	3,150	3,215
UNCG	2,333	2,387	2,440	2,311	2,521	2,578	2,572	2,498	2,496	2,374
UNCP	281	356	391	315	412	435	457	476	476	500
UNCW	628	673	704	679	804	891	915	869	806	894
UNCSA	128	142	156	156	139	133	137	147	118	120
WCU	1,005	1,095	1,308	1,079	1,354	1,301	1,441	1,413	1,276	1,125
WSSU	157	222	241	236	352	421	431	475	410	330
TOTAL	23,860	24,977	26,219	24,379	27,924	29,231	35,762	35,896	29,036	29,048

Source: IPEDS

System-wide, graduate student enrollment increased by 22 percent from 2003 to 2013. Most UNC schools have seen steady increases in graduate students over the last decade, with enrollment reaching a peak from 2009 to 2011 then remaining steady for the rest of the period.

Four 2013 freshman classes had weighted GPAs of 4.0 or higher—UNC-Chapel Hill, NC State, Appalachian State, and UNC Wilmington. Only Fayetteville State’s weighted average did not reach the 3.0 mark. Over the past ten years, high school GPAs of admitted freshmen have increased at least somewhat at every institution.

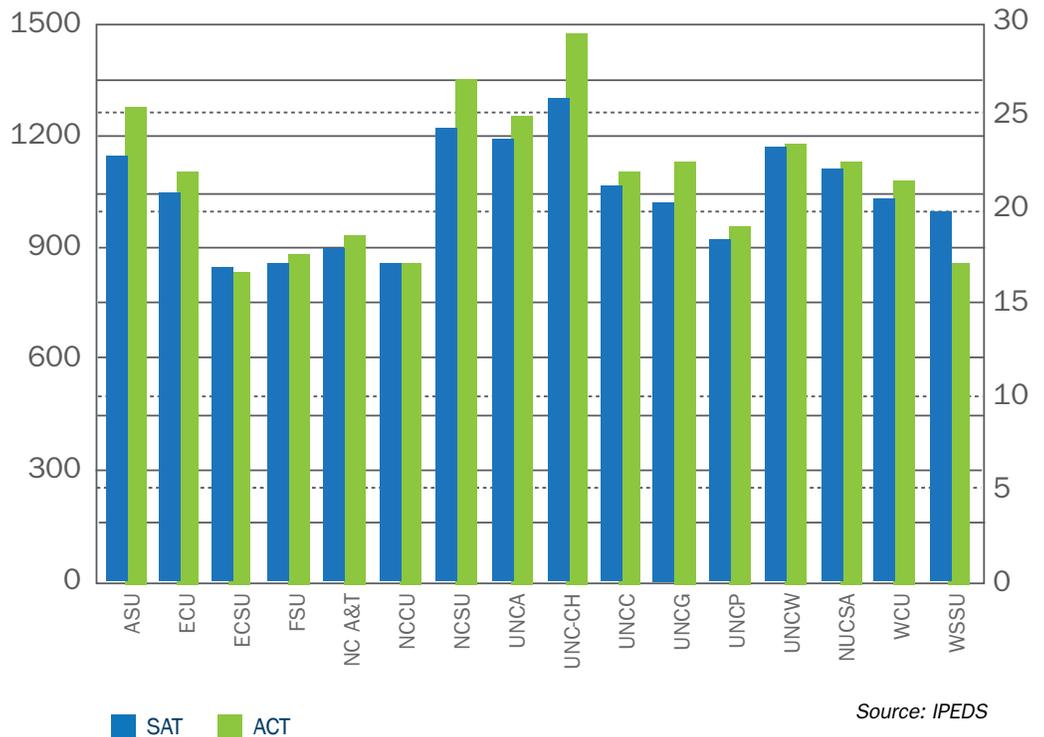
High School GPAs Differ Dramatically



Source: University Facebooks and Common Data Sets

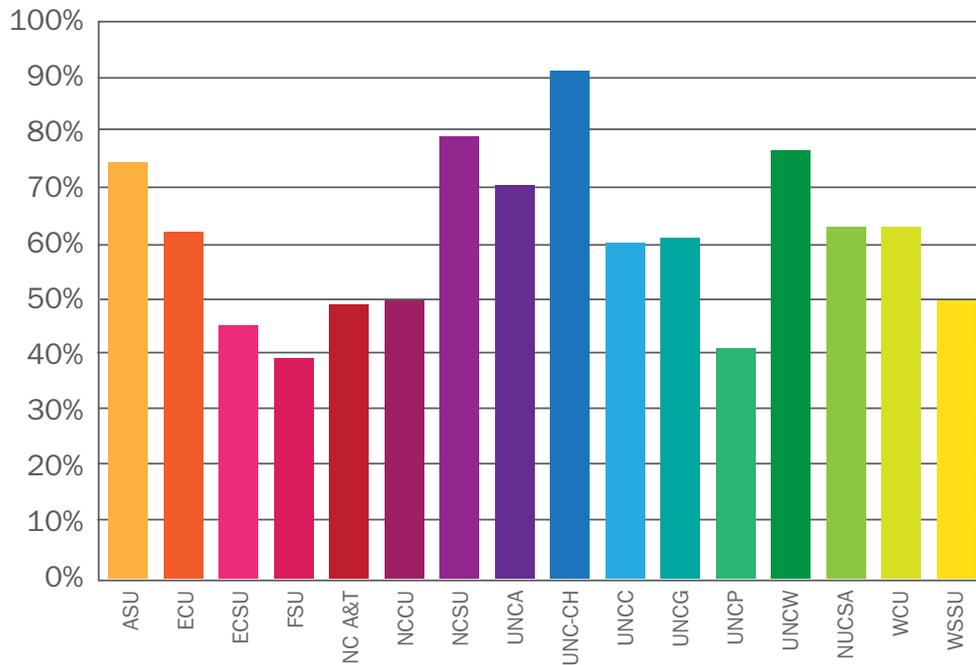
Students at UNC-Chapel Hill, NC State, and UNC Asheville score highest on the SAT and ACT. But at almost all schools, scores have improved modestly over the last ten years. System-wide, SAT scores increased by 32 points and ACT scores increased by 1.6 points. The largest gains occurred at Appalachian State, NC State, UNC Wilmington, and Winston-Salem State University.

Test Scores Also Vary Widely



Source: IPEDS

Graduation Rates Mirror HSGPA and SAT Scores



Source: The University of North Carolina

There is great disparity in six-year graduation rates for the latest freshman cohort, which entered school in 2008. These rates include transfer students within the UNC system. For example, students who start at UNC Charlotte but transfer and then graduate from NCSU count toward UNC Charlotte's graduation rate.

Over Time, Some Rates Rise

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
ASU	66.6	70	68.4	69.7	71.6	70.7	72	71.2	71.8	73.8	74.9
ECU	58.8	59	60.9	59.2	59.1	61.5	61.3	62.9	62.1	60.5	62.5
ECSU	48	52.4	52.5	53.4	46.1	47.9	44.4	46.8	44.2	45	45.6
FSU	36.4	44.9	41.1	38.7	41.1	34.8	35.9	32.7	34.4	36	39.7
NCA&T	45	42.1	39.8	42.9	39.7	39.3	39.8	42.6	44.8	44	49.3
NCCU	53.6	47.8	52.8	50.9	50.7	46.5	40.8	41.6	44.6	42.1	50
NCSU	72.1	75.3	75.1	73.5	76	78	76.5	77.4	75.7	78	79.7
UNCA	61	62.7	62.4	61.9	67.6	68.5	63.6	72.2	61.2	68.9	70.8
UNC-CH	84.2	86.2	86	84.7	87.6	86.3	89.3	90.6	90.9	91.2	91.4
UNCC	51.5	54.3	55.2	56.1	56.3	59.2	59.9	58.5	58.8	59.5	60.5
UNCG	57.2	58.3	59.4	56.5	59.5	58.4	59.6	59.6	60.4	61.7	61.4
UNCP	46.8	41.1	41.8	40.3	39.7	40.4	41.8	38.7	41.4	39.9	41.5
UNCW	68.4	70.2	71.9	71.6	74.1	76.6	73.4	73.9	74.2	76.7	77.2
UNCSA	54	60.6	58.8	54.1	57	63.6	59.5	62.7	63.9	63.3	63.4
WCU	52.7	54.4	54.7	55.4	54.7	54.6	58.1	55.5	55.7	56.9	63.3
WSSU	46.9	51.5	47.3	48.5	41.8	39	40	45.1	44.1	49.5	50

Source: The University of North Carolina

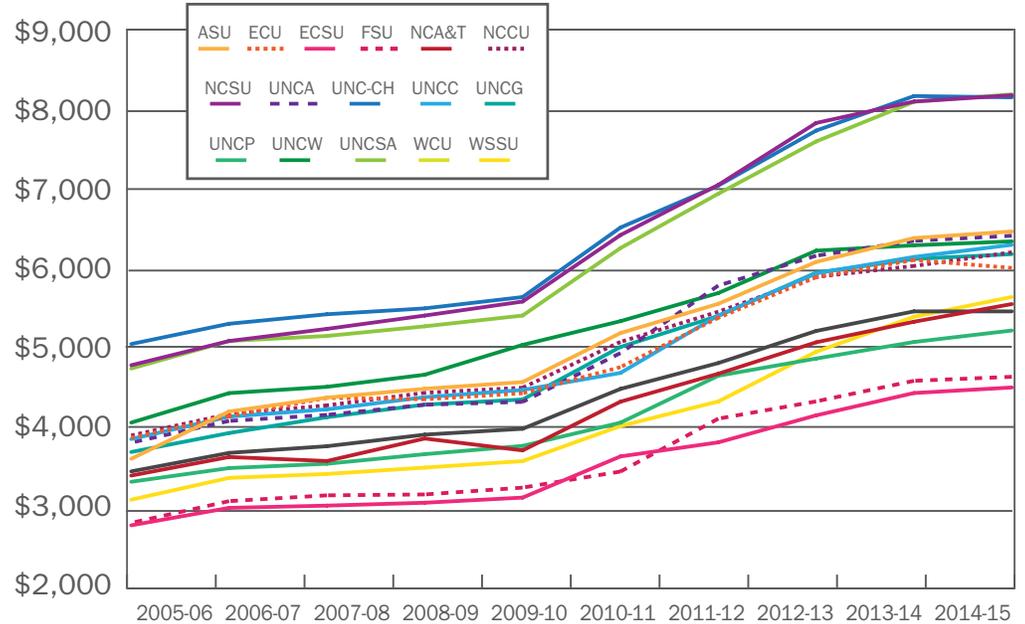
Most schools have seen a clear rise in rates since the 1998 freshman cohort. But there are a few exceptions. Graduation rates at Fayetteville State, Winston-Salem State, and East Carolina have fluctuated or remained flat. Graduation rates at Elizabeth City State and UNC Pembroke have decreased from their 10-year highs.

SECTION 2: HOW STUDENTS PAY FOR HIGHER EDUCATION

The cost of higher education has continued to grow, with student aid unable to keep pace. As a result, student debt and default rates have increased.

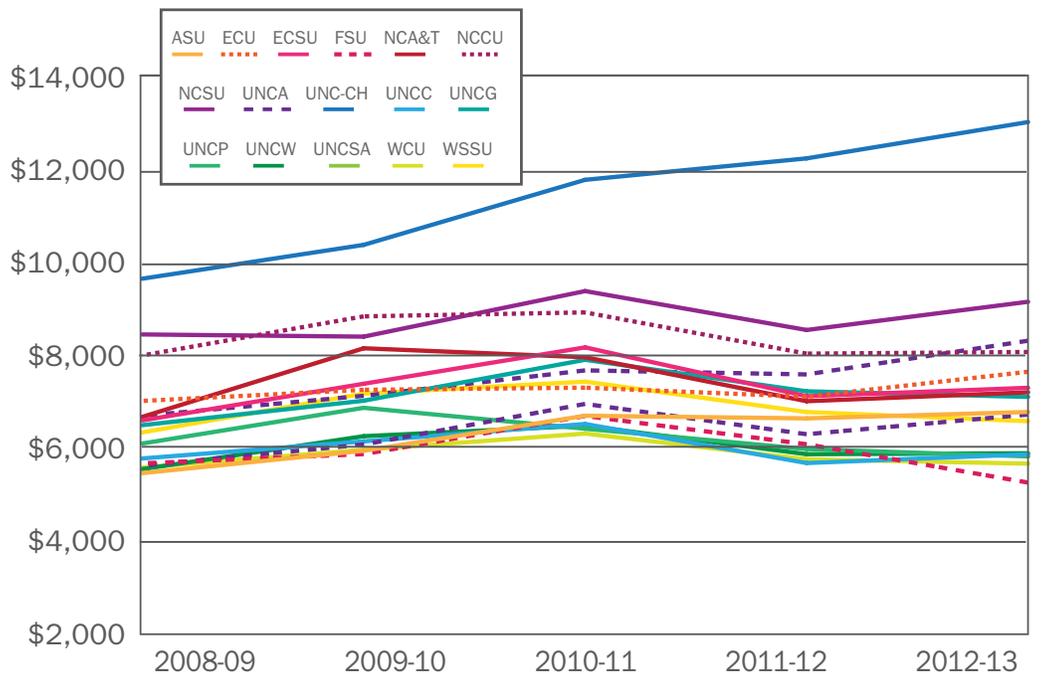
Even across the UNC system, tuition and fees have increased 65 percent in the last ten years—far faster than the rate of inflation. Tuition increases were largest between 2009-10 and 2012-13. But in the past two years, growth in tuition and fees has slowed somewhat.

Tuition and Fee Growth Slows



Source: The University of North Carolina

Students Pay More Out of Pocket



Source: IPEDS

Student aid has not kept up with increases in tuition and fees. At UNC Pembroke and Fayetteville State, undergraduate students received smaller average aid packages in 2012-13 than in 2008-09. While all other schools had net gains in average aid, only Chapel Hill offered an increase in aid comparable to the increase in tuition and fees.

More Students Burdened with Debt

% Students in Debt	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
ASU	48	50	49	NA	50	55	55	54	54	56
ECU	57	60	NA	NA	NA	55	57	61	65	63
ECSU	NA	NA	NA	NA	NA	44	44	NA	NA	NA
FSU	NA	NA	NA	NA	NA	63	NA	NA	87	90
NCA&T	71	75	75	NA	84	NA	64	74	70	76
NCCU	NA									
NCSU	40	52	48	50	49	48	47	55	57	57
UNCA	54	51	46	48	50	50	48	53	58	58
UNC-CH	24	34	NA	NA	NA	NA	NA	37	35	39
UNCC	56	NA	56	56	NA	48	46	46	NA	67
UNCG	58	60	61	62	65	67	69	69	69	73
UNCP	66	70	72	72	NA	NA	NA	NA	78	83
UNCW	49	52	52	54	54	54	25	45	58	57
UNCSA	53	NA	69	72	NA	69	71	NA	NA	57
WCU	48	49	59	32	33	51	NA	58	71	75
WSSU	83	83	80	83	NA	NA	NA	NA	NA	NA

Source: College InSight

A larger percentage of students leave college with debt now than 10 years ago. Across the system, the proportion of students in debt increased from 55 percent to 65 percent from 2003-04 to 2012-13. The largest increase occurred at UNC-Chapel Hill. UNC Asheville experienced the smallest increase. Many schools in the system fail to report debt data.

And the Amount of Debt Grows, Too

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
ASU	\$17,859	\$18,408	\$17,146	NA	\$16,317	\$17,540	\$17,232	\$17,766	\$20,309	\$20,467
ECU	\$24,062	NA	NA	NA	NA	NA	\$18,421	\$18,440	\$26,364	\$28,312
ECSU	NA	NA	NA	NA	NA	NA	\$4,109	\$4,014	NA	NA
FSU	NA	NA	NA	NA	NA	\$21,918	NA	NA	\$23,486	\$24,029
NCA&T	NA	\$19,138	\$23,171	NA	\$19,049	\$17,688	\$23,123	\$21,116	\$28,531	\$24,677
NCCU	NA									
NCSU	\$21,324	\$17,302	\$17,008	\$16,774	\$16,226	\$20,643	\$21,354	\$17,934	\$22,957	\$23,532
UNCA	\$18,126	\$18,261	\$16,421	\$17,945	\$15,889	\$15,849	\$16,498	\$16,831	\$17,955	\$17,696
UNC-CH	\$14,206	\$16,462	NA	NA	NA	NA	NA	\$18,150	\$17,232	\$17,602
UNCC	\$21,865	NA	\$20,488	\$19,920	NA	\$19,506	\$18,666	\$18,095	NA	\$25,394
UNCG	\$20,848	\$16,295	\$22,124	\$18,772	\$17,665	\$20,201	\$25,396	\$24,922	\$24,553	\$24,595
UNCP	\$15,840	\$17,613	\$18,831	\$18,309	NA	NA	NA	NA	\$24,108	\$23,452
UNCW	\$18,555	\$18,632	\$18,050	\$18,370	\$16,745	\$17,499	\$20,594	\$24,961	\$26,199	\$23,575
UNCSA	\$23,905	NA	\$23,774	\$20,371	NA	\$28,901	\$23,688	NA	NA	\$14,684
WCU	\$19,687	\$17,782	\$20,758	\$12,679	\$12,665	\$12,605	NA	NA	\$18,754	\$20,273
WSSU	\$13,319	\$10,200	\$11,787	\$11,460	NA	NA	NA	NA	NA	NA

NA: Not available All figures shown in 2013 dollars.

Source: The Institute for College Access & Success, College InSight.

Students at UNC institutions almost uniformly have more debt in real dollars than they did 10 years ago. Two exceptions are UNC Asheville, where average debt decreased by \$600, and UNC School of the Arts, where average debt decreased by \$9,000. More commonly, debt burdens increased by \$2,000 to \$3,000 over the 10-year period.

Default Rates Rise

The number of students who defaulted on their student loans within three years of leaving school increased at almost every UNC institution during the years for which data are available.

	FY2005	FY2006	FY2007	FY2008	FY2009	FY2010	FY2011
ASU	1.3	1.3	3.7	2.96	3	3.6	4.8
ECU	2.5	2.4	3.8	3.58	3.2	4.6	6.7
ECSU	17.7	19.9	19	20.24	16.8	22.1	22.9
FSU	16.5	13.2	20.8	21.29	17.4	17.2	13.2
NCA&T	14.5	14.3	16.3	12.93	13.5	16.8	18
NCCU	11.1	14.2	13.9	14.78	14.9	17	16.8
NCSU	2.2	1.8	3.8	2.79	3.2	3.6	4.1
UNCA	3.3	3.7	4	4.95	5.6	6.5	7.3
UNC-CH	0.4	0.5	1.6	1.16	0.8	1.6	2.3
UNCC	2.4	2	3.9	3.02	2.8	5.5	6.2
UNCG	3.1	2.9	4.3	3.69	3.9	6.7	7.5
UNCP	5.2	6.4	8.3	5.99	6.2	11.4	15.9
UNCW	3.3	5.1	4.9	4.8	4.5	5.4	6.7
UNCSA	4.7	4.2	5.6	3.78	6.4	7.9	6
WCU	4.3	5.7	6.5	6.37	6	9	8.1
WSSU	10.3	10.2	15.4	13.87	12.1	16.3	16

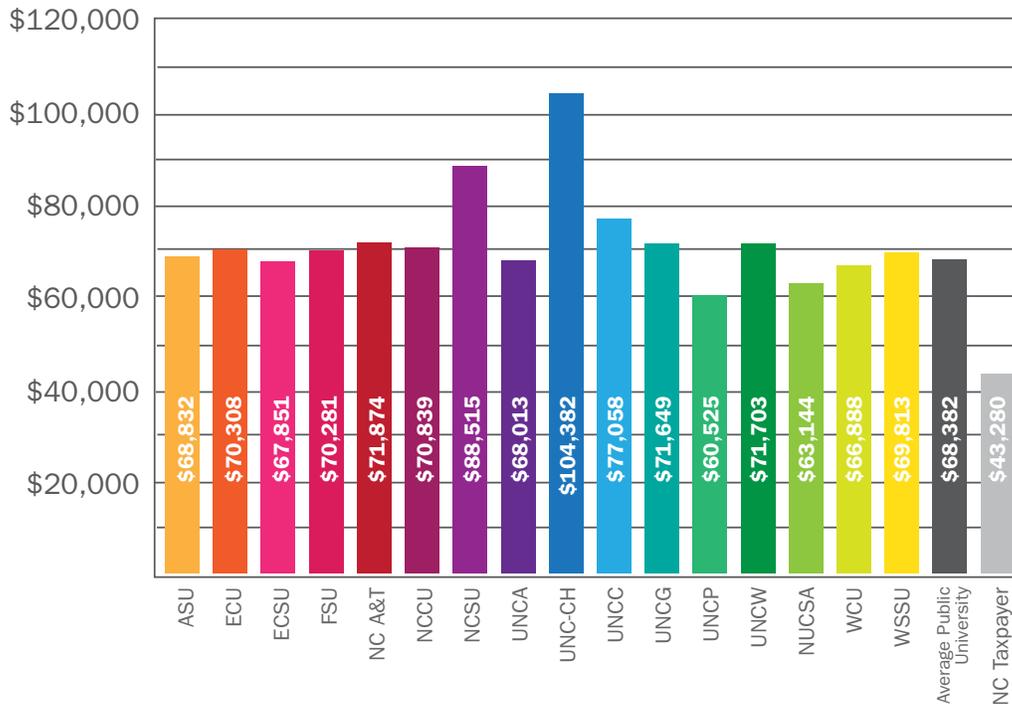
Note: FY2005-2008 are trial years. The rates for 2011 came under considerable scrutiny after the Department of Education changed its methodology.

Source: Federal Student Aid Data Center

SECTION 3: FACULTY, ADMINISTRATORS, AND STAFF

Labor costs are the UNC system's largest expense. That's because the number of administrators and their pay have increased significantly in the last ten years—much more than the number and pay of faculty.

Faculty Salaries Are Generous, But Grow Slowly



Source: Integrated Postsecondary Data System and Bureau of Labor Statistics

While the average NC taxpayer makes \$43,280, the average faculty member at even the lowest-paying UNC institution makes substantially more: \$60,525. Most UNC faculty also earn more than the U.S. public university average: \$68,382. Since 2003-04, UNC professors have seen only modest raises from the state. Average faculty pay has increased 15 percent over the ten-year period.

Top Administrators Are Paid Very Well

	Chancellor	Provost	# of employees making \$200k+	# of employees making \$100k+
ASU	\$335,000	\$236,900	6	201
ECU	\$385,000	\$280,612	209	780
ECSU	\$230,000	\$169,725	1	24
FSU	\$325,000	\$167,992	1	17
NCA&T	\$360,000	\$250,000	7	167
NCCU	\$330,000	No Info	4	109
NCSU	\$590,000	\$354,200	67	1163
UNCA	\$295,000	\$177,201	1	21
UNC-CH	\$570,000	\$445,000	678	2700
UNCC	\$387,500	\$270,000	29	344
UNCG	\$375,000	\$281,336	15	241
UNCP	\$280,000	\$177,100	1	33
UNCW	\$350,000	\$225,000	5	164
UNCSA	\$290,000	\$168,135	3	21
WCU	\$335,000	\$163,944	2	105
WSSU	\$280,000	\$206,251	2	85

Source: Raleigh News & Observer

At most UNC schools, few employees make more than \$100,000 per year; at NC State, UNC-Chapel Hill, and ECU, however, there are more than 500 employees above that threshold. Chancellors and most other top administrators earn more than \$200,000 annually.

Across the Board Increases in Non-Teaching Staff

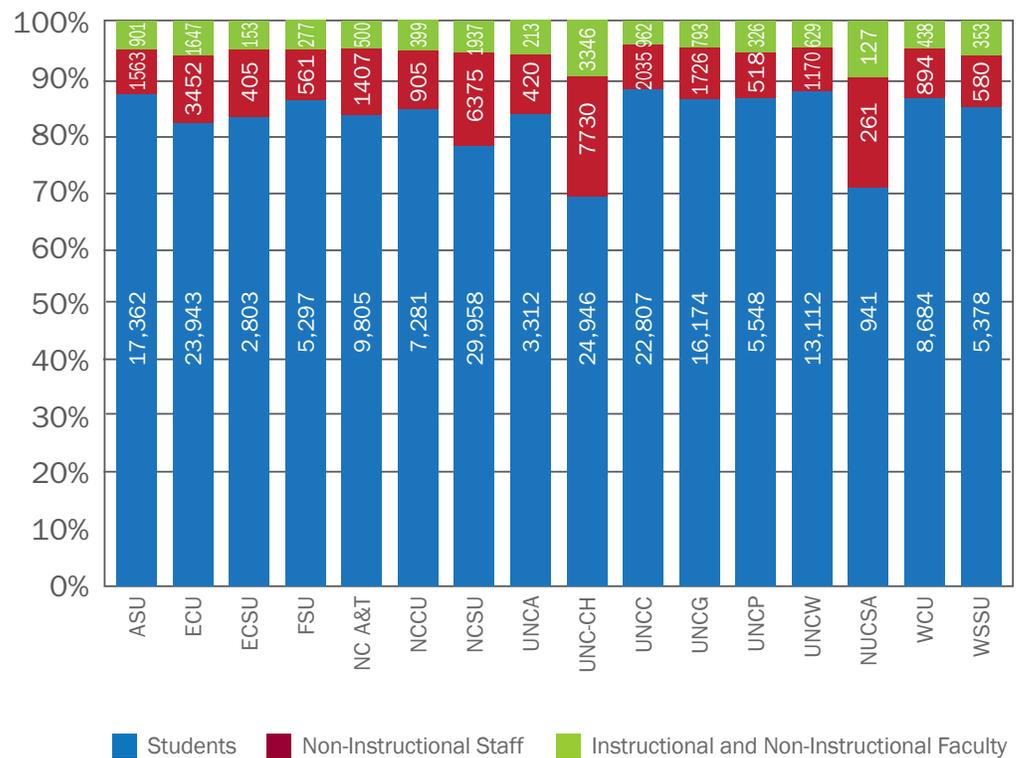
The number of non-instructional staff members ballooned until 2009-10, then declined somewhat. Despite the downturn in hiring, non-instructional staff grew 20.6 percent from 2003-04 to 2012-13.

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	10-Year Change
ASU	1250	1390	1430	1498	1515	1619	1639	1652	1577	1563	25.0%
ECU	2830	2906	3061	3254	3342	3474	3476	3545	3519	3452	22.0%
ECSU	343	348	356	414	433	394	383	391	400	405	18.1%
FSU	456	472	468	525	528	566	568	600	570	561	23.0%
NCA&T	867	889	944	1018	1067	1105	1145	1322	1278	1407	62.3%
NCCU	700	708	629	660	831	868	960	975	970	905	29.3%
NCSU	4910	4967	5103	5284	5363	5478	5605	5636	6298	6375	29.8%
UNCA	396	422	429	435	476	497	476	459	403	420	6.1%
UNC-CH	7596	7764	7770	7875	8077	8409	8448	8303	8094	7730	1.8%
UNCC	1403	1426	1516	1658	1682	1800	1862	1954	1944	2035	45.0%
UNCG	1416	1435	1464	1575	1662	1761	1715	1703	1752	1726	21.9%
UNCP	376	414	444	458	493	543	544	511	518	518	37.8%
UNCW	937	980	1028	1137	1213	1267	1196	1176	1184	1170	24.9%
UNCSA	246	252	291	262	246	272	268	277	266	261	6.1%
WCU	746	793	825	888	935	1005	960	870	837	894	19.8%
WSSU	395	413	445	529	582	618	592	606	594	580	46.8%
TOTAL	23,860	24,977	26,219	24,379	27,924	29,231	35,762	35,896	29,036	29,048	

Source: IPEDS

Who's on campus: Students, Faculty, and Staff

The ratio of students to faculty and staff varies across the system, but staff outnumber faculty across the board. At most schools, there are twice as many non-instructional staff as faculty (instructional and non-instructional). Students comprise 80 to 90 percent of campus populations, except at UNC-Chapel Hill and UNC School of the Arts, where students comprise 70 percent of the campus population.



Source: IPEDS

Section 4: University Spending

Despite rhetoric to the contrary, universities are not facing financial hardship. Their revenues per student remain steady. State support is very strong.

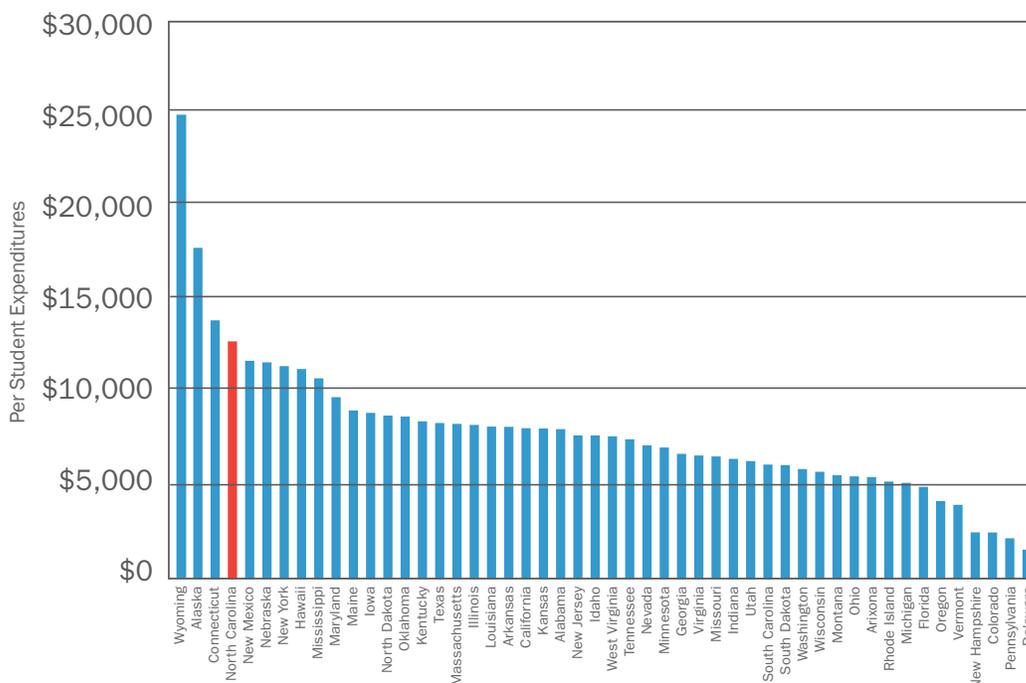
Revenues Have Been Mostly Steady

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
ASU	\$16,178	\$16,531	\$19,776	\$18,020	\$16,735	\$18,784	\$18,566	\$17,520	\$17,178
ECU	\$20,295	\$22,392	\$25,608	\$24,660	\$21,459	\$22,182	\$23,688	\$23,659	\$23,687
ECSU	\$29,052	\$24,634	\$25,287	\$26,671	\$23,844	\$27,239	\$28,324	\$28,148	\$26,690
FSU	\$17,591	\$19,211	\$21,792	\$19,187	\$18,577	\$21,864	\$21,148	\$21,851	\$21,504
NCA&T	\$21,109	\$20,644	\$27,995	\$23,286	\$21,472	\$24,729	\$28,103	\$25,362	\$24,246
NCCU	\$26,282	\$23,364	\$26,344	\$22,582	\$21,101	\$22,113	\$24,545	\$22,857	\$21,661
NCSU	\$39,669	\$41,856	\$50,932	\$41,149	\$37,307	\$38,850	\$40,307	\$39,126	\$40,572
UNCA	\$23,696	\$24,395	\$32,916	\$23,915	\$24,051	\$29,433	\$27,362	\$22,875	\$23,491
UNC-CH	\$68,297	\$75,966	\$90,318	\$79,354	\$60,560	\$75,782	\$81,796	\$71,426	\$75,615
UNCC	\$19,810	\$20,355	\$23,099	\$21,605	\$19,507	\$21,189	\$23,077	\$21,778	\$21,547
UNCG	\$22,306	\$22,324	\$29,307	\$21,083	\$17,840	\$23,224	\$24,371	\$20,222	\$23,364
UNCP	\$21,331	\$18,521	\$21,842	\$20,333	\$17,692	\$19,187	\$19,158	\$20,845	\$18,926
UNCW	\$18,338	\$21,062	\$26,986	\$20,289	\$17,426	\$19,892	\$20,993	\$20,768	\$20,289
UNCSA	\$42,374	\$42,812	\$47,223	\$44,204	\$41,472	\$45,729	\$47,435	\$49,433	\$54,703
WCU	\$24,076	\$21,377	\$24,679	\$20,979	\$20,444	\$20,500	\$21,858	\$20,163	\$19,951
WSSU	\$21,916	\$21,153	\$24,840	\$23,037	\$18,525	\$21,717	\$22,397	\$24,415	\$25,591
TOTAL	144,077	149,252	146,094	157,793	162,825	168,156	169,685	168,425	168,303

Source: IPEDS

After adjusting for inflation and enrollment, the revenue per student has remained steady at most schools. UNC-Chapel Hill's endowment revenues dipped in 2008-09, but quickly recovered. UNC School of the Arts is seeing a nine-year high in per-student revenue at \$54,703.

North Carolina Is Fourth in Nation for State Higher Education Funding

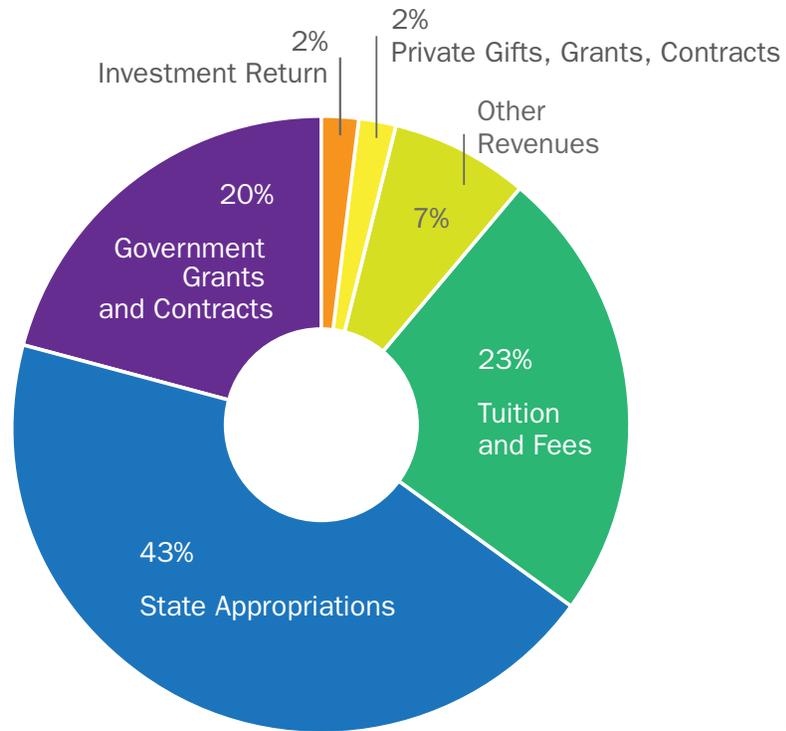


Source: IPEDS

In terms of average state operating expenditures per student, North Carolina is ranked fourth in the nation, behind Wyoming, Alaska, and Connecticut. North Carolina ranks 5th in total operating expenditures, behind only California, Florida, New York, and Texas.

State Appropriations Are the Largest Single Source of Revenue

More than 40 percent of all UNC system revenues come from the state of North Carolina. The second-largest category of revenue, at 23 percent, is tuition and fees, and the third-largest category is government grants and contracts, at 20 percent.



Source: IPEDS

State Share of Revenue Peaked in 2008-09

State appropriations have not changed much over the last decade. State appropriations per full-time equivalent student made up 43 percent of core revenues in 2012-13. They made up 42 percent 10 years ago, in 2004-05.

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
ASU	46.4%	49.8%	46.8%	50.3%	46.2%	42.3%	41.5%	42.50%	43.1%
ECU	49.5%	52.5%	51.7%	49.9%	49.2%	50.2%	46.4%	46.30%	48.8%
ECSU	44.7%	52.5%	51.7%	45.8%	48.7%	38.8%	36.9%	42.60%	48.0%
FSU	51.6%	48.4%	49.5%	55.3%	53.3%	46.5%	45.0%	43.70%	43.7%
NC A&T	38.5%	41.1%	34.6%	45.3%	43.6%	38.9%	33.3%	37.10%	41.0%
NCCU	34.4%	42.4%	46.0%	53.6%	51.8%	49.5%	42.7%	46.80%	49.0%
NCSU	39.5%	42.0%	36.8%	45.7%	44.8%	43.0%	40.0%	39.10%	39.1%
UNCA	42.2%	46.4%	37.2%	52.8%	52.4%	38.4%	39.3%	46.60%	48.3%
UNC-CH	26.9%	26.0%	24.9%	28.3%	34.9%	25.1%	22.8%	24.40%	23.3%
UNCC	37.3%	42.1%	44.8%	45.7%	44.1%	41.0%	36.8%	39.40%	39.4%
UNCG	41.8%	43.6%	38.6%	51.8%	50.8%	41.5%	38.6%	45.50%	40.8%
UNCP	47.5%	55.9%	56.4%	59.6%	56.3%	50.0%	44.7%	47%	51.8%
UNCW	36.5%	38.7%	35.7%	46.7%	45.7%	39.8%	35.6%	35.70%	36.4%
UNCSA	47.7%	48.9%	50.7%	58.9%	57.9%	57.4%	52.8%	56.60%	52.8%
WCU	38.9%	49.7%	48.5%	56.9%	57.7%	47.4%	40.2%	46.90%	47.4%
WSSU	48.3%	52.2%	58.1%	57.4%	56.9%	50.3%	49.1%	47.60%	48.6%

Source: IPEDS

About the Authors

Jenna A. Robinson is the president of the Pope Center. She joined the Pope Center in January 2007 as campus outreach coordinator and later became the center's director of outreach. She was previously the E.A. Morris Fellowship assistant at the John Locke Foundation, where she had worked since 2001.

Robinson graduated from N.C. State University in 2003 with a major in political science and French. She has studied at the University of East Anglia School of American Studies in Norwich, England. She received her master's degree in political science from the University of North Carolina at Chapel Hill in 2005 and her Ph.D. in political science, with a concentration in American politics and a minor in methods, from UNC-Chapel Hill in 2012. Robinson is also a graduate of the Koch Associate Program sponsored by the Charles G. Koch Foundation.

Robinson's work has appeared in *Investor's Business Daily*, *Roll Call*, *Forbes*, *American Thinker*, *Human Events*, *Carolina Journal*, the *Lincoln Tribune*, the *Hickory Daily Record*, the *Gaston Gazette*, the *Mountain Express*, and the (Raleigh) *News & Observer*. She has taught courses in American politics at UNC-Chapel Hill, Southeastern Baptist Theological Seminary, and Wake Technical Community College. In 2013, she testified before Congress on the Federal Pell Grant Program. She has served as a member of the North Carolina Longitudinal Data System Board since January 2014.



Harry Painter was a writer for the Pope Center from 2014 to 2015. He has a B.A. in English from Saint Mary's College of California and an M.A. in political science from the American University in Washington, D.C.

Painter now writes full-time for Ballotpedia, a project of the Lucy Burns Institute in Madison, Wisconsin. Previously, he has written about music for *Consequence of Sound*, a Chicago-based blog. While living in Washington, he worked as an intern in social media and research at the Institute for Humane Studies and at the Cato Institute. He also worked part-time educating middle- and high-school students at conferences for Envision, a private education company based in Northern Virginia.



Former Pope Center interns **Rose-Helen Graham** and **Casey Reep** also contributed to this project.

The State of the State University 2015:

Critical Facts about the University of North Carolina System



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 2015: 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 authors are Jenna A. Robinson and Harry Painter. The Pope Center publishes this paper as part of our continuing effort to spur transparency in higher education. We expect to update the information biennially. 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.

Definitions for
The State of the State University 2015:
Critical Facts about the University of North Carolina System

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
- Number Accepted
 - Definition: The number of applications a school has accepted for admittance per year
 - Source: IPEDS
- Percent Accepted
 - Definition: The percentage of applications a school has accepted for admittance per year
 - Source: IPEDS
- Number Enrolled
 - Definition: The number of all applicants that have enrolled at that school per year
 - Source: IPEDS
- Percent Enrolled
 - Definition: The percentage of all applicants that have enrolled at that school per year
 - 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

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

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 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
 - Source: National Student Loan Data System (<http://www.nslds.ed.gov>)
- Number in Repayment:
 - Definition:
 - Source: National Student Loan Data System (<http://www.nslds.ed.gov>)

- Default Rate
 - A 3-year cohort default rate is 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>)

Graduation Rates

- 6 year graduation rate
 - Definition: The percentage of students that completed a bachelor's degree within 6 years for a given year
 - Source: IPEDS
- 4 year graduation rate
 - Definition: The percentage of students that completed a bachelor's degree within 4 years for a given year
 - Source: IPEDS
- # of degrees 6 year graduation rate
 - Definition: The number of students that completed a bachelor's degree within 6 years for a given year
 - Source: IPEDS
- # of degrees 4 year graduation rate
 - Definition: The number of students that completed a bachelor's degree within 4 years for a given year
 - Source: IPEDS

Federal Student Aid

- Average aid from all sources
 - Definition: Average amount of aid per student per year at that university from all sources
 - Source: IPEDS
- Average Pell grant aid
 - Definition: Average amount of money received per student per year under the Federal Pell grant aid program at that university
 - Source: IPEDS
- Average Federal Student Loan Aid
 - Definition: Average amount of federal government student loan aid per student per year at that university
 - Source: IPEDS
- Total Federal Student Loan Aid
 - Definition: The total amount of federal government student loan aid all students at that university received that year
 - Source: IPEDS
- Total Pell Grant Aid
 - Definition: The total amount of Federal Pell grant aid all students at that university received that year
 - Source: IPEDS

- Total Aid from All Sources
 - Definition: The total amount of aid all students at that university received that year from all sources
 - Source: IPEDS
- Number of students on Pell Grants
 - Definition: The total number of students with Federal Pell grants at that university that year
 - Source: IPEDS
- Number of Students on Aid from All Sources
 - Definition: The total number of students on any type of aid at that university that year
 - Source: IPEDS
- Number of Students on Federal Student Loans
 - Definition: The total number of students with federal government student loans at that university that year
 - Source: IPEDS
- Percent of Students on Aid from All Sources
 - Definition: The percentage of students at that university that year receiving any type of aid
 - Source: IPEDS
- Percent of students on Pell grants
 - Definition: The percentage of students at that university that year receiving a Federal Pell Grant
 - Source: IPEDS
- Percent of students on federal student loans
 - Definition: The percentage of students at that university that year with a federal government student loan
 - Source: IPEDS

Revenues

- Tuition and Fees
 - Definition: Money the school receives per FTE from tuition and fees paid by the students
 - Source: IPEDS
- State Appropriations
 - Definition: Money the school receives per full time equivalent FTE from the General Assembly
 - Source: IPEDS
- Government Grants and Contracts
 - Definition: Money the school receives per FTE from government contracts and grants separate from normal appropriations
 - Source: IPEDS
- Private Gifts, Contracts, and Grants
 - Definition: Money the school receives per FTE from private sources
 - Source: IPEDS
- Return on Investments
 - Definition: Money the school receives per FTE from its financial investments
 - Source: IPEDS

- Other
 - Definition: Money the school receives per FTE from all other 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
- 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

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

Admissions GPA

- Average Incoming Freshman GPA
 - Definition: The average high school grade point average for the incoming freshmen class on a 5.0 scale
 - Source: University fact books and common data sets

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:
- 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

*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)

**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.