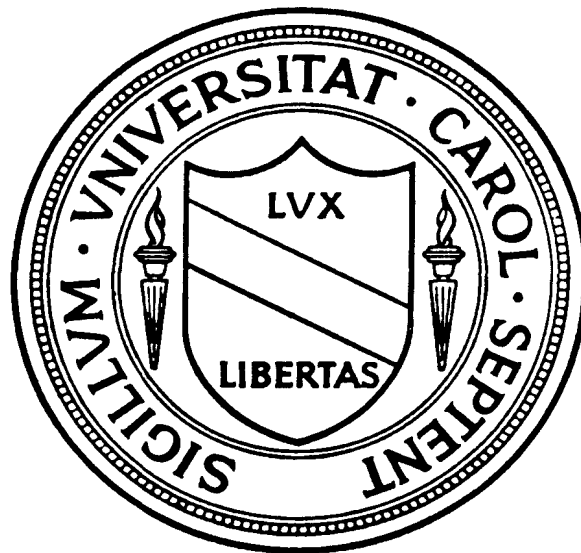


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THE UNIVERSITY OF NORTH CAROLINA  
AT CHAPEL HILL

# FACT BOOK

## 1992-93

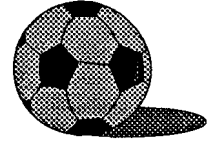


OFFICE OF INSTITUTIONAL RESEARCH  
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**UNC WOMEN'S SOCCER**  
**NCAA CHAMPIONS**  
(Again. . . and again. . . and again. . .)



Wrapping up a 25-0 season, the UNC Women's Soccer Team beat Duke 9-1 to win their seventh consecutive NCAA championship! The Tar Heels have won the NCAA crown 10 times in the 11 years that the tournament has been held. They now are riding a 58 game winning streak and have lost only once in their last 166 games stretching back over seven years; the women have never lost a game at home (124-0-2) in the fourteen years of the program. The 1992 Season was particularly impressive as the Lady Heels not only went undefeated but only trailed their opponents twice during the entire season and outshot their opponents 132-11. In fact, the Tar Heels scored 21 more goals than their opponents even took as shots 132-111, (the Heels took 548 shots) and four UNC players scored more goals during the season than did all their opponents combined. Truly 1992 was an impressive season for the NCAA Women's Soccer Champions--the University of North Carolina at Chapel Hill!

**FACT BOOK**

Sixth Edition

January 1993

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# GENERAL INFORMATION

## The University of North Carolina at Chapel Hill The First State University

The charter legislation to establish UNC as the first state university was passed by the General Assembly December 11, 1789. William Richardson Davie, a respected legislator (and in 1792 a trustee of the University), was the driving force not only for the chartering of the University but also for ratification of the federal constitution at the Philadelphia Constitutional Convention of 1787. Both of these historic legislative bills were approved within twenty days of each other in Fayetteville, North Carolina. Over the years, Davie came to be called "the Father of the University," and today a large poplar tree stands near the center of the old campus in his honor.

Upon establishing the University, the General Assembly appointed forty of the most prominent leaders of the state, lead by Governor Samuel Johnston, to a governing board that would be self-perpetuating. At its January 1792 meeting, the Board of Trustees appointed a committee "to examine the most proper and eligible situation whereon to fix the University in the counties of Wake, Franklin, Orange, Granville, Chatham (or) Johnston." (Snider, 1992, p. 13) The Board was determined that the site selected be as close to the center of the state as possible in order to make it accessible for all residents. However, when the committee had made no recommendation by the August 1, 1792 meeting in Hillsborough, and with twenty-five of the University's forty trustees present, the board adopted a proposal by Willie Jones to accept site nominations from the entire board. Raleigh, in Wake County; Williamsboro, in Granville County; Hillsborough, in Orange County; Pittsboro, in Chatham County; Cyprett's Bridge, over New Hope Creek in Chatham County; Smithfield, in Johnston County; and Goshen, in Granville County were the areas nominated. The next day, August 2, 1792, the board chose the area of Cyprett's (Cipritz's) Bridge, later known as Prince's Bridge, located on the great road from New Bern by Raleigh to Pittsboro. An ordinance authorizing selection of a University site within fifteen miles of the bridge was created by a committee with William R. Davie in the forefront. The Board of Trustees then decided to appoint a site committee with the members representing each of the state's eight judicial districts. On November 1, 1792, the site committee met in Pittsboro and prepared to visit the locations nominated. The committee convened with six of the eight commissioners in attendance, Alexander Mebane of Orange County, James Hogg of Cumberland County, William H. Hill of New Hanover County, David Stone of Bertie County, Willie Jones of Halifax County, and Senator Frederick Hargett of Jones County, the latter was elected chairman. As sanctioned by the Board of Trustees, the committee members were searching to obtain a minimum of 640 acres and to secure an additional 1,400 acres in order to provide a farm and source for firewood and timber.

The site committee took several days visiting locations near Pittsboro, Haw River, and Raleigh, documenting the hosts, acres of land, and cash donations offered by the landowners. On November 5, 1792, the committee looked at the area known as New Hope Chapel Hill in Orange County. The commissioners voted unanimously (over fourteen other sites placed in competition) and recommended it to the trustees on December 3, 1792 in New Bern. Instrumental in the selection of the New Hope Chapel Hill site was commissioner James Hogg, who had waged a concerted campaign with the area landowners. Other than the large acreage and cash donations guaranteed by the landowners, few reasons were mentioned in the commissioners' report for the selection of this site. However, one was certainly the location of the intersection of the great roads from Petersburg to Pittsboro and from New Bern west to Salisbury, which helped to make this location fairly accessible. William Snider details other reasons in his history of the University of North Carolina at Chapel Hill, Light on the Hill:

Equally alluring was the wild beauty of that hilltop forest described by Kemp Plummer Battle as situated on a "promontory of granite, belonging to the Laurentian system" and extending "into the sandstone formation to the east, which was once the bed of a long sheet of water stretching from near New York to the center of Georgia." In the late nineteenth century the spacious depression east of Chapel Hill appeared to be the former bed of a "triassic sea," and local specimens from this primeval ocean bed revealed "ripple marks of the waves and of the prints of plants and animals found in it shallows." (p. 15)

The cornerstone of Old East was laid on October 12, 1793, establishing it as the oldest state university building in America and as a national historic landmark. On January 15, 1795, the University opened its doors to students. Hinton James, the first student to enroll, arrived February 12, 1795, after walking the entire distance from his home in Wilmington, North Carolina. Seven students including Hinton James were the first graduates in 1798.

Today, the University is one of sixteen four-year public higher education institutions within The University of North Carolina System. The University of North Carolina at Chapel Hill is comprised of fourteen colleges and schools which provide instruction to 23,944 students, with 2,249 faculty, 570 administrators, and a staff of 5,115.

Source: Snider, William D., Light on the Hill, 1992, Chapel Hill, The University of North Carolina Press.

**BASIC STATISTICS FALL 1992**

<b>Full-Time Faculty</b>		
Total.....	2,249	
Men.....	1,636	
Women.....	613	
White .....	2,066	
African-American.....	80	
Other .....	103	
Tenured & Tenure Track .....	1,767	
Fixed Term.....	482	
<b>Total University Employees</b>		
Faculty (Full-Time).....	2,249	
Faculty (Part-Time).....	186	
Faculty Total .....	2,435	
EPA Non-Faculty (Full-Time).....	570	
EPA Non-Faculty (Part-Time).....	52	
EPA Non-Faculty (Total).....	622	
SPA (Full-Time).....	5,115	
SPA (Part-Time).....	334	
SPA (Total) .....	5,449	
Total Full-Time Employees (Combined) .....	7,934	
Total Part-Time Employees (Combined) .....	572	
Grand Total Full & Part-Time (Combined).....	8,506	
<b>Student Headcount</b>		
Headcount .....	23,944	
Full-Time.....	19,167	
Part-Time.....	4,777	
FTE .....	21,398.25	
Men.....	10,211	(42.6%)
Women.....	13,733	(57.4%)
White .....	19,812	(82.7%)
African-American.....	2,078	(8.7%)
Other .....	2,054	(8.6%)
Undergraduates.....	15,262	(63.7%)
Graduate.....	7,029	(29.4%)
Professional.....	1,653	(6.9%)
In-State.....	18,471	(77.1%)
Out-of-State.....	5,473	(22.9%)
Number of Freshmen.....	3,211	
<b>Tuition and Fees (Undergraduate)</b>		
In-State.....	\$1,284.20	
Out-of-State.....	\$7,868.20	
Room .....	\$1,900.00	
Board .....	\$1,700.00	
<b>Library</b>		
Number of Volumes .....	3,956,338	

Office of Institutional Research  
November 11, 1992

**Table 1****Statistics Reflecting the Size of UNC-CH 1975-1992**

(Fall Semester)	EPA * (Faculty some staff)	SPA * Employees (staff)	Total ** Revenues	State *** Appropriations	Full Time Students	Part Time Students	Total Students	Value of ** Endowment	Square Feet	Sponsored ## Research
1975	2,416	4,182	\$216,309,101	\$83,729,862	17,482	3,054	20,536	\$20,750,591	7,499,242 #	\$43,021,841
1976	2,393	4,339	\$197,453,122	\$64,723,427	17,301	2,992	20,293	\$21,351,907	7,700,429 #	\$41,187,603
1977	2,484	4,086	\$218,764,893	\$77,387,122	17,361	2,801	20,162	\$34,677,120	7,191,194	\$38,755,448
1978	2,557	4,269	\$228,632,704	\$81,141,483	17,462	2,832	20,294	\$35,251,828	7,443,999	\$47,114,414
1979	2,625	4,364	\$263,562,574	\$99,140,287	17,918	3,142	21,060	\$37,576,026	7,467,080	\$56,336,651
1980	2,642	4,389	\$294,207,847	\$107,782,727	18,252	3,213	21,465	\$39,671,756	7,847,128	\$70,071,559
1981	2,658	4,413	\$337,174,362	\$128,581,211	18,202	3,373	21,575	\$42,770,404	8,036,804	\$63,488,635
1982	2,681	4,427	\$359,839,897	\$137,057,754	18,544	3,472	22,016	\$44,304,198	8,116,568	\$55,059,929
1983	2,766	4,389	\$364,310,431	\$143,605,960	18,286	3,471	21,757	\$49,542,776	8,214,286	\$70,148,274
1984	2,733	4,536	\$418,075,549	\$156,690,058	18,181	3,431	21,612	\$61,256,839	8,744,420	\$74,154,319
1985	2,891	4,668	\$459,014,919	\$183,064,797	18,522	3,499	22,021	\$71,115,852	8,771,755	\$79,136,409
1986	2,891	4,814	\$512,309,940	\$200,093,215	18,884	3,897	22,781	\$81,753,219	9,241,725	\$95,111,630
1987	2,915	5,003	\$517,962,997	\$214,773,714	18,785	4,136	22,921	\$111,005,957	9,404,912	\$105,237,795
1988	2,953	5,171	\$570,514,000	\$230,779,917	19,377	4,202	23,579	\$123,506,000	9,461,891	\$127,865,313
1989	2,985	5,308	\$606,323,359	\$239,732,599	19,389	4,203	23,592	\$134,973,000	9,587,891	\$137,758,114
1990	2,980	5,279	\$655,007,502	\$252,485,349	19,427	4,425	23,852	\$154,438,000	9,639,171	\$162,275,271
1991	3,050	5,205	\$699,407,749	\$257,218,613	19,307	4,487	23,794	\$165,576,000	9,883,530	\$173,923,618
1992	3,057	5,449	\$741,207,850	\$255,003,056	19,167	4,777	23,944	\$191,497,051	10,656,014	\$211,104,491

\* Includes Full and Part Time Permanent Employees

\*\* Source: University Annual Reports

From 1986 forward some figures are rounded to nearest thousands because Annual Report formats were changed

\*\*\* Source: HEGIS/IPEDS Financial Statistical Reports

# Figures prior to 1977 include square footage on NCMH

## Source: Annual Report on Sponsored Program Awards, Office of Research Services

Figures from FY 89 and FY 90 reflect recalculation of awards when received to conform to FY 91 reporting procedures



# STUDENTS

**Table 2**

**Head Count and Full Time Equivalent Enrollment By School and Educational Level, Fall 1992**

School	Undergraduate		Graduate		Professional		Total By School	
	Head Count	F T E	Head Count	F T E	Head Count	F T E	Head Count	F T E
General College	6,417	6,406.00	0	0.00	0	0.00	6,417	6,406.00
Arts & Sciences	5,511	5,414.25	2,583	1,763.00	0	0.00	8,094	7,177.25
Business Admin	552	544.25	545	517.75	0	0.00	1,097	1,062.00
Education	469	464.00	314	217.25	0	0.00	783	681.25
Info & Lib Science	0	0.00	202	173.50	0	0.00	202	173.50
Jour & Mass Comm	440	434.75	80	66.50	0	0.00	520	501.25
Law	0	0.00	0	0.00	683	682.25	683	682.25
Social Work	0	0.00	186	176.25	0	0.00	186	176.25
Dentistry	56	54.75	43	37.75	282	281.25	381	373.75
Medicine	119	116.75	560	386.25	658	650.25	1,337	1,153.25
Nursing	289	280.25	145	103.25	0	0.00	434	383.50
Pharmacy	503	502.00	69	50.00	30	30.00	602	582.00
Public Health	159	155.50	950	769.50	0	0.00	1,109	925.00
Continuing Studies	747	302.00	1,352	819.00	0	0.00	2,099	1,121.00
<b>Grand Total</b>	<b>15,262</b>	<b>14,674.50</b>	<b>7,029</b>	<b>5,080.00</b>	<b>1,653</b>	<b>1,643.75</b>	<b>23,944</b>	<b>21,398.25</b>

Office of Institutional Research  
As of: September 10, 1992

Total student headcount of the university for fall 1992 is 23,944 which is up slightly (150 students) from 1991. Converting the enrollment to a full time equivalent basis ( FTE ) yields 21,398.25; the conversion is based on a minimum full-time load for undergraduates of 12 credit hours, for graduate students 9 credit hours and for professional students 9 hours.

**Table 3**

**University of North Carolina at Chapel Hill**

**Distribution of Students By Level, Race and Sex, Fall 1992**

Race/Sex	Freshmen	Sophomore	Junior	Senior	Unclassified	Total Undergraduates		Graduate	Professional	Total All Levels	
						No.	%			No.	%
<b>Native American</b>											
Male	12	6	9	12	4	43	0.3%	17	8	68	0.3%
Female	15	6	20	12	4	57	0.4%	12	9	78	0.3%
<b>Sub Total by Race</b>	<b>27</b>	<b>12</b>	<b>29</b>	<b>24</b>	<b>8</b>	<b>100</b>	<b>0.7%</b>	<b>29</b>	<b>17</b>	<b>146</b>	<b>0.6%</b>
<b>Asian</b>											
Male	55	66	41	61	7	230	1.5%	67	46	343	1.4%
Female	96	85	81	75	12	349	2.3%	85	35	469	2.0%
<b>Sub Total by Race</b>	<b>151</b>	<b>151</b>	<b>122</b>	<b>136</b>	<b>19</b>	<b>579</b>	<b>3.8%</b>	<b>152</b>	<b>81</b>	<b>812</b>	<b>3.4%</b>
<b>African-American</b>											
Male	112	127	107	146	31	523	3.4%	115	62	700	2.9%
Female	235	233	249	263	35	1,015	6.7%	256	107	1378	5.8%
<b>Sub Total by Race</b>	<b>347</b>	<b>360</b>	<b>356</b>	<b>409</b>	<b>66</b>	<b>1,538</b>	<b>10.1%</b>	<b>371</b>	<b>169</b>	<b>2,078</b>	<b>8.7%</b>
<b>Hispanic</b>											
Male	15	13	21	12	4	65	0.4%	41	12	118	0.5%
Female	14	11	23	20	11	79	0.5%	55	13	147	0.6%
<b>Sub Total by Race</b>	<b>29</b>	<b>24</b>	<b>44</b>	<b>32</b>	<b>15</b>	<b>144</b>	<b>0.9%</b>	<b>96</b>	<b>25</b>	<b>265</b>	<b>1.1%</b>
<b>White</b>											
Male	1,052	1,001	1,260	1,588	277	5,178	33.9%	2,493	824	8495	35.5%
Female	1,608	1,609	1,851	2,131	421	7,620	49.9%	3,164	533	11317	47.3%
<b>Sub Total by Race</b>	<b>2,660</b>	<b>2,610</b>	<b>3,111</b>	<b>3,719</b>	<b>698</b>	<b>12,798</b>	<b>83.9%</b>	<b>5,657</b>	<b>1,357</b>	<b>19,812</b>	<b>82.7%</b>
<b>Foreign</b>											
Male	20	8	15	11	1	55	0.4%	431	1	487	2.0%
Female	15	4	16	8	5	48	0.3%	293	3	344	1.4%
<b>Sub Total by Race</b>	<b>35</b>	<b>12</b>	<b>31</b>	<b>19</b>	<b>6</b>	<b>103</b>	<b>0.7%</b>	<b>724</b>	<b>4</b>	<b>831</b>	<b>3.5%</b>
<b>Total</b>	<b>3,249</b>	<b>3,169</b>	<b>3,693</b>	<b>4,339</b>	<b>812</b>	<b>15,262</b>	<b>100.0%</b>	<b>7,029</b>	<b>1,653</b>	<b>23,944</b>	<b>100.0%</b>

Source: Office of The University Registrar

As of: September 10,1992

### Distribution of All Students by Race Fall 1992

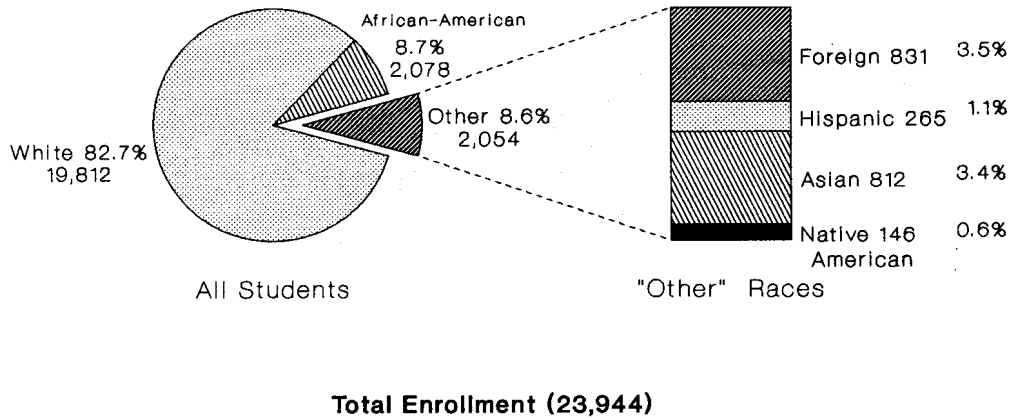


Figure 1

### Distribution of Undergraduates by Race Fall 1992

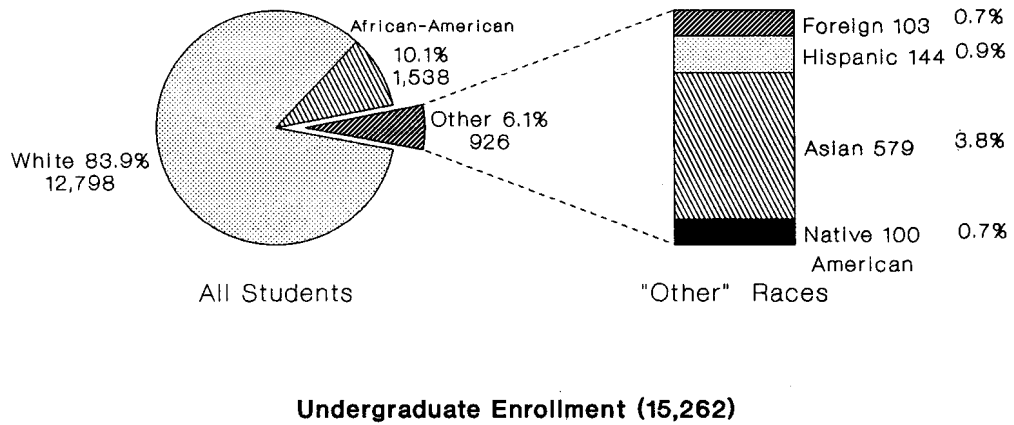
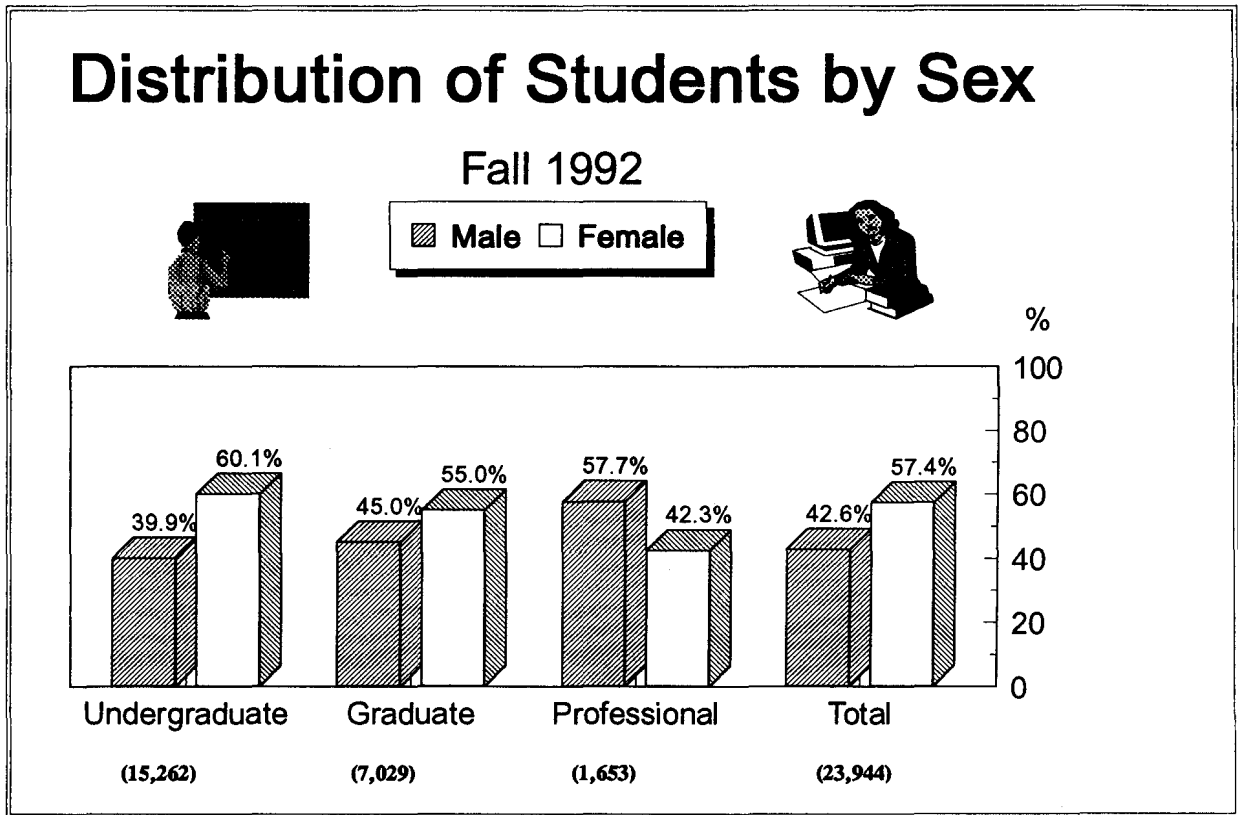


Figure 2

Figure 3



In 1992, 57.4% of the total enrollment was female and 42.6% was male. The percentage of graduate and undergraduate levels were similar to the total enrollment values. At the professional level the percentages were 57.7% male and 42.3% female. Figure 3 and Table 4 show the distributions by school, level and sex.

Table 4

Distribution of Students By School, Educational Level and Sex, Fall 1992

School	Undergraduate			Graduate			Professional			Total By School		
	Male	Female	Sub Tot	Male	Female	Sub Tot	Male	Female	Sub Tot	Male	Female	Total
General College	2,487	3,930	6,417	0	0	0	0	0	0	2,487	3,930	6,417
Arts & Sciences	2,557	2,954	5,511	1,410	1,173	2,583	0	0	0	3,967	4,127	8,094
Business Admin	299	253	552	379	166	545	0	0	0	678	419	1,097
Education	93	376	469	71	243	314	0	0	0	164	619	783
Info & Lib Science	0	0	0	46	156	202	0	0	0	46	156	202
Jour & Mass Comm	129	311	440	36	44	80	0	0	0	165	355	520
Law	0	0	0	0	0	0	373	310	683	373	310	683
Social Work	0	0	0	28	158	186	0	0	0	28	158	186
Dentistry	1	55	56	25	18	43	194	88	282	220	161	381
Medicine	21	98	119	220	340	560	379	279	658	620	717	1,337
Nursing	22	267	289	6	139	145	0	0	0	28	406	434
Pharmacy	138	365	503	40	29	69	7	23	30	185	417	602
Public Health	42	117	159	366	584	950	0	0	0	408	701	1,109
Continuing Studies	305	442	747	537	815	1,352	0	0	0	842	1,257	2,099
<b>Grand Total</b>	<b>6,094</b>	<b>9,168</b>	<b>15,262</b>	<b>3,164</b>	<b>3,865</b>	<b>7,029</b>	<b>953</b>	<b>700</b>	<b>1,653</b>	<b>10,211</b>	<b>13,733</b>	<b>23,944</b>
Percentage Distribution	39.9%	60.1%	100.0%	45.0%	55.0%	100.0%	57.7%	42.3%	100.0%	42.6%	57.4%	100.0%

As of: September 10, 1992

Figure 4

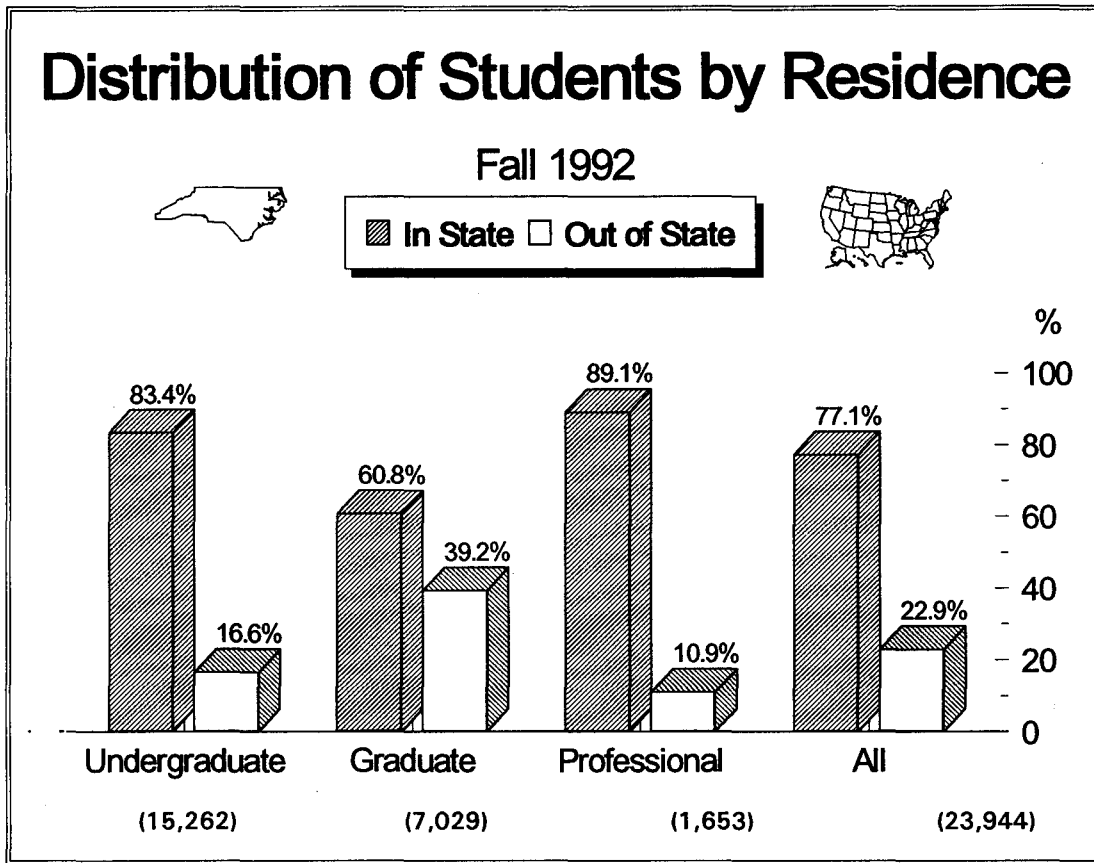


Figure 4 and Table 5 show the distribution of Fall 1992 enrollment by residence for tuition purposes. At the undergraduate and professional levels the students are predominantly in-state at over 80%. At the graduate level the in-state out-of state division is more nearly equal with 60.8% in state and 39.2% out-of-state.

Table 5

Distribution of Students By School, Educational Level and Residence, Fall 1992

School	Undergraduate			Graduate			Professional			Total By School		
	In State	Out of State	Sub Tot	In State	Out of State	Sub Tot	In State	Out of State	Sub Tot	In State	Out of State	Total
General College	5,249	1,168	6,417	0	0	0	0	0	0	5,249	1,168	6,417
Arts & Sciences	4,501	1,010	5,511	1,256	1,327	2,583	0	0	0	5,757	2,337	8,094
Business Admin	438	114	552	228	317	545	0	0	0	666	431	1,097
Education	434	35	469	252	62	314	0	0	0	686	97	783
Info & Lib Science	0	0	0	106	96	202	0	0	0	106	96	202
Jour & Mass Comm	356	84	440	47	33	80	0	0	0	403	117	520
Law	0	0	0	0	0	0	543	140	683	543	140	683
Social Work	0	0	0	151	35	186	0	0	0	151	35	186
Dentistry	47	9	56	23	20	43	267	15	282	337	44	381
Medicine	108	11	119	326	234	560	640	18	658	1,074	263	1,337
Nursing	279	10	289	133	12	145	0	0	0	412	22	434
Pharmacy	487	16	503	42	27	69	22	8	30	551	51	602
Public Health	139	20	159	539	411	950	0	0	0	678	431	1,109
Continuing Studies	688	59	747	1,170	182	1,352	0	0	0	1,858	241	2,099
<b>Grand Total</b>	<b>12,724</b>	<b>2,836</b>	<b>15,262</b>	<b>4,273</b>	<b>2,756</b>	<b>7,029</b>	<b>1,472</b>	<b>181</b>	<b>1,653</b>	<b>18,471</b>	<b>5,473</b>	<b>23,944</b>
<b>Percentage Distribution</b>	<b>83.4%</b>	<b>16.6%</b>	<b>100.0%</b>	<b>60.8%</b>	<b>39.2%</b>	<b>100.0%</b>	<b>89.1%</b>	<b>10.9%</b>	<b>100.0%</b>	<b>77.1%</b>	<b>22.9%</b>	<b>100.0%</b>

As of: September 10, 1992

Figure 5

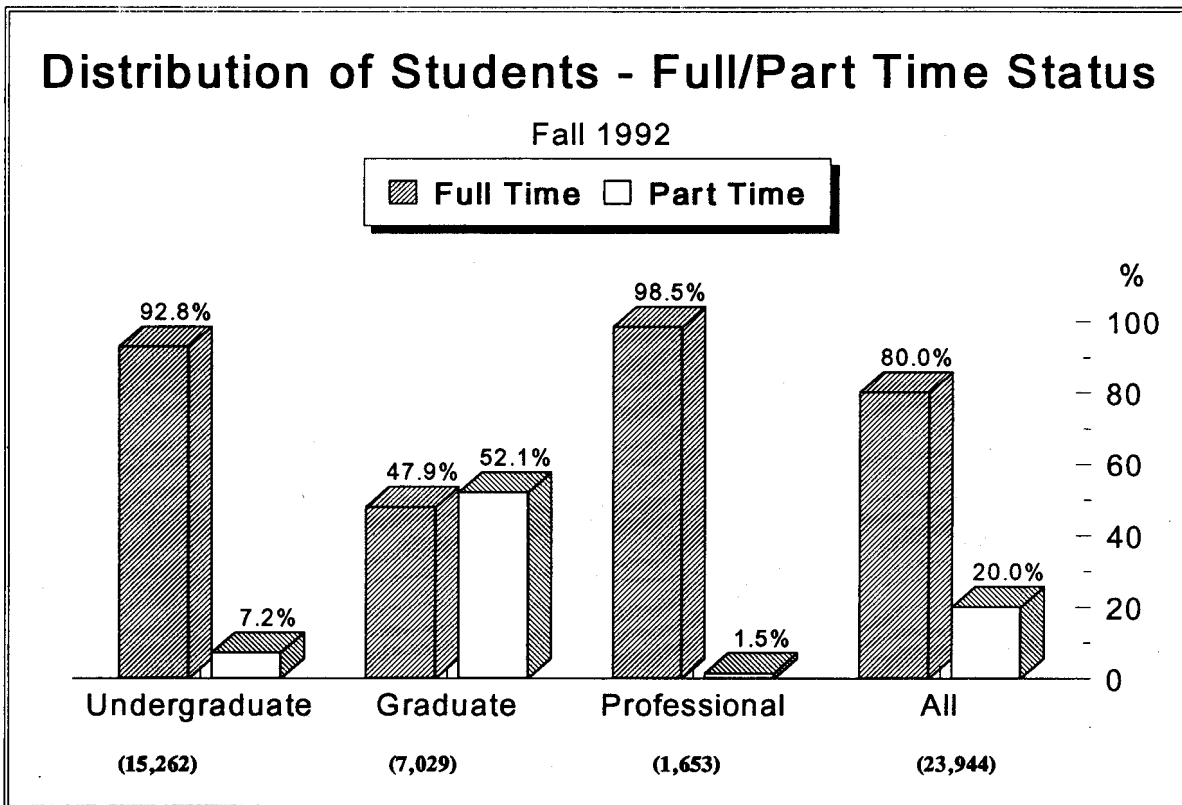


Figure 5 and Table 6 show the distribution of students by school, level, and full/part time status. Undergraduates and professional students are more than 90% full-time while graduate students are nearly equally divided. For the total enrollment 80.0% are full-time and 20.0% are part-time. As would be expected the largest number of part-time students are enrolled in Continuing Studies.

Table 6

Distribution of Students By School, Educational Level and Full/Part Time Status, Fall 1992

School	Undergraduate			Graduate			Professional			Total By School		
	Full Time	Part Time	Sub Tot	Full Time	Part Time	Sub Tot	Full Time	Part Time	Sub Tot	Full Time	Part Time	Total
General College	6,382	35	6,417	0	0	0	0	0	0	6,382	35	6,417
Arts & Sciences	5,271	240	5,511	1,222	1,361	2,583	0	0	0	6,493	1,601	8,094
Business Admin	535	17	552	500	45	545	0	0	0	1,035	62	1,097
Education	456	13	469	150	164	314	0	0	0	606	177	783
Info & Lib Science	0	0	0	144	58	202	0	0	0	144	58	202
Jour & Mass Comm	423	17	440	57	23	80	0	0	0	480	40	520
Law	0	0	0	0	0	0	682	1	683	682	1	683
Social Work	0	0	0	148	38	186	0	0	0	148	38	186
Dentistry	54	2	56	34	9	43	279	3	282	367	14	381
Medicine	115	4	119	302	258	560	637	21	658	1,054	283	1,337
Nursing	272	17	289	60	85	145	0	0	0	332	102	434
Pharmacy	499	4	503	35	34	69	30	0	30	564	38	602
Public Health	153	6	159	639	311	950	0	0	0	792	317	1,109
Continuing Studies	9	738	747	79	1,273	1,352	0	0	0	88	2,011	2,099
Grand Totals	14,169	1,093	15,262	3,370	3,659	7,029	1,628	25	1,653	19,167	4,777	23,944
Percentage Distribution	92.8%	7.2%	100.0%	47.9%	52.1%	100.0%	98.5%	1.5%	100.0%	80.0%	20.0%	100.0%

Figure 6

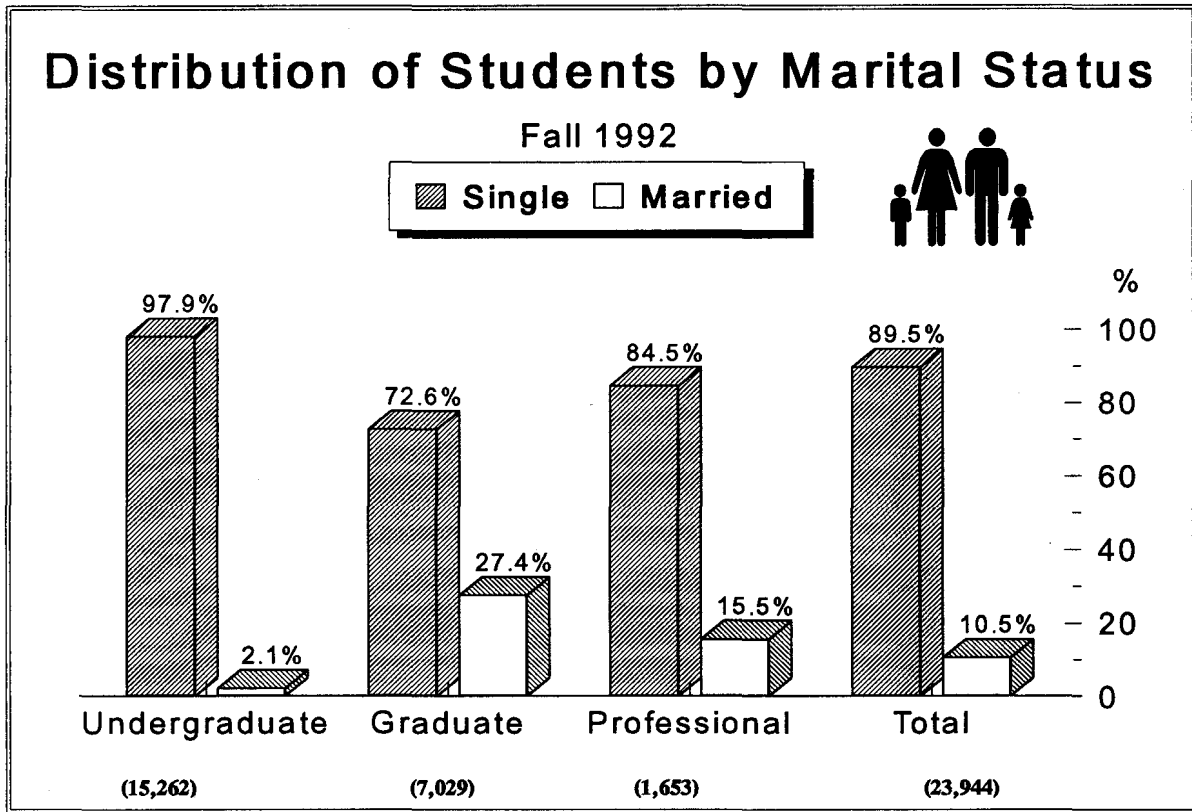


Figure 6 and Table 7 show the distribution of students by school, level, and marital status. Overall, only slightly more than a tenth of UNC's students are married. The percentage of married students increases for graduate students and decreases for undergraduates. Percentages for professional students reflect the breakdown for the total student population.

Table 7

Distribution of Students By School, Educational Level and Marital Status, Fall 1992

School	Undergraduate			Graduate			Professional			Total By School		
	Single	Married	Sub Tot	Single	Married	Sub Tot	Single	Married	Sub Tot	Single	Married	Total
General College	6,405	12	6,417	0	0	0	0	0	0	6,405	12	6,417
Arts & Sciences	5,432	79	5,511	1,850	733	2,583	0	0	0	7,282	812	8,094
Business Admin	540	12	552	438	107	545	0	0	0	978	119	1,097
Education	448	21	469	188	126	314	0	0	0	636	147	783
Info & Lib Science	0	0	0	133	69	202	0	0	0	133	69	202
Jour & Mass Comm	438	2	440	58	22	80	0	0	0	496	24	520
Law	0	0	0	0	0	0	578	105	683	578	105	683
Dentistry	54	2	56	17	26	43	232	50	282	303	78	381
Medicine	110	9	119	384	176	560	562	96	658	1,056	281	1,337
Nursing	253	36	289	69	76	145	0	0	0	322	112	434
Pharmacy	465	38	503	42	27	69	24	6	30	531	71	602
Public Health	151	8	159	622	328	950	0	0	0	773	336	1,109
Social Work	0	0	0	119	67	186	0	0	0	119	67	186
Continuing Studies	645	102	747	1,181	171	1,352	0	0	0	1,826	273	2,099
<b>Grand Totals</b>	<b>14,941</b>	<b>321</b>	<b>15,262</b>	<b>5,101</b>	<b>1,928</b>	<b>7,029</b>	<b>1,396</b>	<b>257</b>	<b>1,653</b>	<b>21,438</b>	<b>2,506</b>	<b>23,944</b>
<b>Percentage</b>	<b>97.9%</b>	<b>2.1%</b>	<b>100.0%</b>	<b>72.6%</b>	<b>27.4%</b>	<b>100.0%</b>	<b>84.5%</b>	<b>15.5%</b>	<b>100.0%</b>	<b>89.5%</b>	<b>10.5%</b>	<b>100.0%</b>

**Table 8**

# The University of North Carolina at Chapel Hill

## Distribution of Students by Age and Level, Fall 1992

Age *	Undergraduate		Graduate		Professional		Total All Levels	
	No.	%	No.	%	No.	%	No.	%
Below 18	174	1.1%	0	0.0%	0	0.0%	174	0.7%
18	2,935	19.2%	0	0.0%	0	0.0%	2,935	12.3%
19	3,021	19.8%	1	0.0%	0	0.0%	3,022	12.6%
20	3,295	21.6%	6	0.1%	0	0.0%	3,301	13.8%
21	3,163	20.7%	62	0.9%	31	1.9%	3,256	13.6%
22	1,098	7.2%	500	7.1%	215	13.0%	1,813	7.6%
23	298	2.0%	551	7.8%	312	18.9%	1,161	4.8%
24	185	1.2%	541	7.7%	300	18.1%	1,026	4.3%
25	131	0.9%	579	8.2%	216	13.1%	926	3.9%
26-27	209	1.4%	1,025	14.6%	238	14.4%	1,472	6.1%
28-30	202	1.3%	1,259	17.9%	167	10.1%	1,628	6.8%
31-35	228	1.5%	1,127	16.0%	112	6.8%	1,467	6.1%
36-40	164	1.1%	670	9.5%	42	2.5%	876	3.7%
41-50	127	0.8%	586	8.3%	18	1.1%	731	3.1%
51-64	27	0.2%	97	1.4%	1	0.1%	125	0.5%
65 and over	5	0.0%	25	0.4%	1	0.1%	31	0.1%
<b>Total</b>	<b>15,262</b>	<b>100.0%</b>	<b>7,029</b>	<b>100.0%</b>	<b>1,653</b>	<b>100.0%</b>	<b>23,944</b>	<b>100.0%</b>

\* Age as of October 31, 1992

Over eighty-eight percent of the undergraduates at Carolina are traditional age students (18-22). This percentage has not changed significantly from previous years.

Office of Institutional Research  
as of September 10, 1992



**Table 9****Employment Status of Undergraduates****Survey of the Graduating Class of May 1991**

<b>School</b>	<b>Number Respondents</b>	<b>Employed Full Time</b>	<b>Employed Part Time</b>	<b>Enrolled Graduate School</b>	<b>Other</b>
Arts and Sciences	690	52.9%	9.0%	26.1%	12.0%
Business Administration	127	83.5%	2.4%	5.5%	8.6%
Education	78	76.9%	2.6%	10.3%	10.2%
Journalism	81	75.3%	6.2%	3.7%	14.8%
Allied Health	17	76.5%	11.8%	15.4%	0.0%
Nursing	36	100.0%	0.0%	0.0%	0.0%
Pharmacy	60	93.3%	5.0%	1.7%	0.0%
Public Health	8	62.5%	0.0%	37.5%	0.0%
<b>Total</b>	<b>1,097</b>	<b>64.0%</b>	<b>7.0%</b>	<b>18.6%</b>	<b>6.8%</b>

**Table 10****Bachelor's Level Salary Statistics by Major**

<b>Major</b>	<b>Number Responding</b>	<b>Mean Annual Salary</b>	<b>Annual Range</b>
Admin. of Criminal Justice	5	\$18,238	\$14,400 - \$20,628
Biology	21	\$19,990	\$13,200 - \$33,000
Business Administration	93	\$22,448	\$12,000 - \$50,400
Chemistry	8	\$24,639	\$15,360 - \$34,860
Dental Hygiene	3	\$19,172	\$13,920 - \$21,996
Economics	41	\$22,836	\$12,600 - \$39,600
Education	52	\$17,758	\$10,000 - \$28,800
English	37	\$17,989	\$10,300 - \$33,000
Health Policy & Admin.	3	\$24,364	\$19,020 - \$31,032
History	25	\$21,002	\$13,440 - \$33,600
Industrial Relations	27	\$20,510	\$12,000 - \$36,000
International Studies	11	\$21,115	\$10,440 - \$33,996
Journalism	56	\$17,205	\$11,520 - \$37,200
Mathematical Sciences (incl Computer Science)	4	\$29,205	\$25,920 - \$31,200
Mathematics	3	\$25,668	\$21,000 - \$32,004
Medical Technology	10	\$23,814	\$11,280 - \$27,936
Nursing	33	\$28,010	\$16,800 - \$33,600
Pharmacy	57	\$36,927	\$18,000 - \$49,992
Political Science	31	\$22,754	\$12,000 - \$48,000
Psychology	33	\$16,569	\$11,076 - \$27,996
RTVMP	10	\$15,840	\$12,000 - \$24,000
Speech Communications	22	\$20,236	\$10,104 - \$36,000
Other Arts & Sciences	23	\$17,710	\$10,200 - \$31,500
<b>Total</b>	<b>608</b>	<b>\$22,092</b>	<b>\$10,000 - \$50,400</b>

Source: University Career Planning and Placement Service, Division of Student Affairs, University of North Carolina at Chapel Hill

**Table 11**

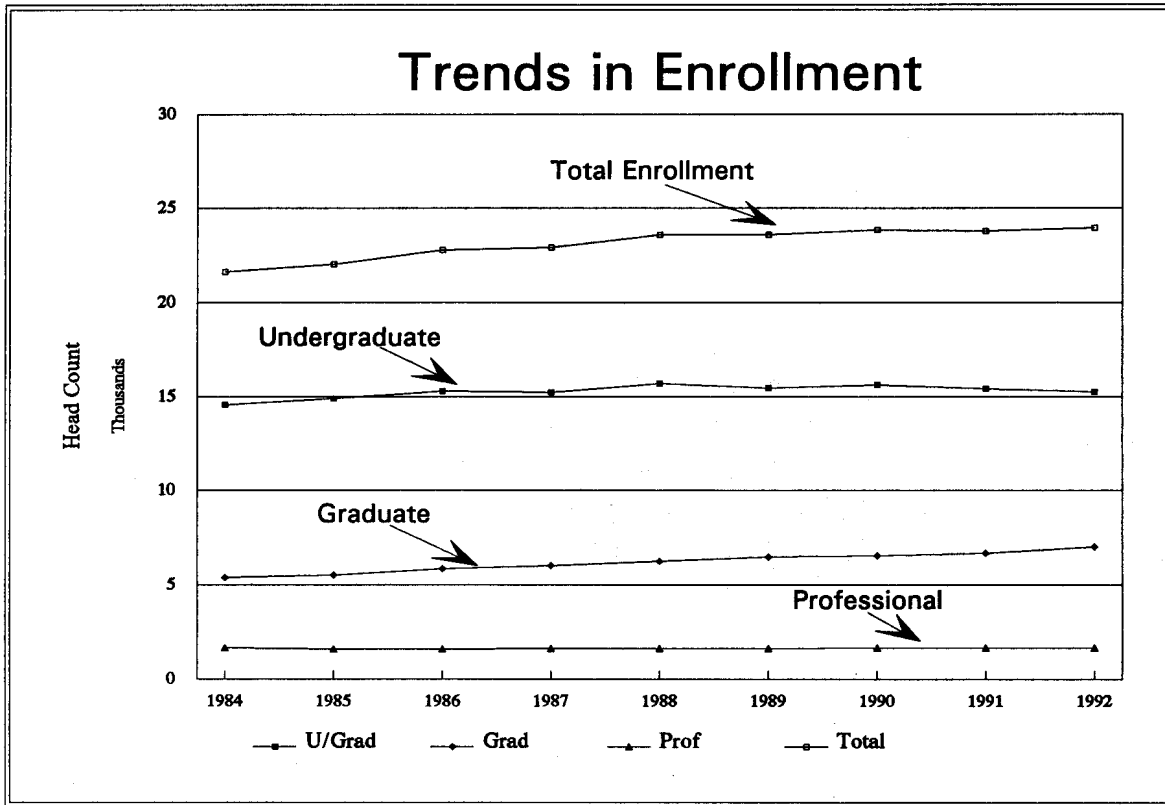
**The University of North Carolina at Chapel Hill**

**Enrollment - By Level and School -- Multi Year Comparison**

	<u>1984</u>	<u>1985</u>	<u>1986</u>	<u>1987</u>	<u>1988</u>	<u>1989</u>	<u>1990</u>	<u>1991</u>	<u>1992</u>
<b>Undergraduate</b>									
General College	6,467	6,669	6,704	6,528	6,544	6,603	6,518	6,416	6,417
Arts & Sciences	4,927	4,931	5,066	5,154	5,579	5,508	5,761	5,708	5,511
Business Admin	744	825	805	813	808	714	636	618	552
Education	410	435	488	463	485	453	431	471	469
Jour & Mass Comm	398	416	497	517	521	505	502	460	440
Dentistry	75	51	55	57	48	55	55	50	56
Medicine	106	98	93	99	102	103	103	98	119
Nursing	320	310	262	210	175	197	239	283	289
Pharmacy	453	478	501	524	530	519	495	493	503
Public Health	127	113	95	106	105	89	81	125	159
Continuing Studies	532	572	747	780	794	717	820	717	747
<b>TOTAL</b>	<b>14,559</b>	<b>14,898</b>	<b>15,313</b>	<b>15,251</b>	<b>15,691</b>	<b>15,463</b>	<b>15,641</b>	<b>15,439</b>	<b>15,262</b>
<b>Graduate</b>									
Arts & Sciences	1,894	1,942	2,100	2,159	2,225	2,335	2,425	2,462	2,583
Business Admin	345	386	395	414	567	623	577	573	545
Education	483	492	468	480	429	378	332	315	314
Info. & Library Science	120	129	140	148	167	177	179	194	202
Jour & Mass Comm	45	53	67	75	56	67	63	70	80
Social Work	165	171	174	192	151	185	181	202	186
Dentistry	65	54	54	55	54	51	45	41	43
Medicine	403	410	430	468	466	484	508	521	560
Nursing	73	91	100	96	95	117	119	131	145
Pharmacy	55	65	64	57	57	63	68	62	69
Public Health	684	680	749	788	748	833	932	939	950
Continuing Studies	1,043	1,042	1,116	1,095	1,237	1,171	1,133	1,176	1,352
<b>TOTAL</b>	<b>5,375</b>	<b>5,515</b>	<b>5,857</b>	<b>6,027</b>	<b>6,252</b>	<b>6,484</b>	<b>6,562</b>	<b>6,686</b>	<b>7,029</b>
<b>Professional</b>									
Law	718	650	649	676	678	694	692	695	683
Dentistry	305	301	299	298	293	280	279	272	282
Medicine	642	640	639	640	638	648	650	670	658
Pharmacy	13	17	24	29	27	23	28	32	30
<b>TOTAL</b>	<b>1,678</b>	<b>1,608</b>	<b>1,611</b>	<b>1,643</b>	<b>1,636</b>	<b>1,645</b>	<b>1,649</b>	<b>1,669</b>	<b>1,653</b>
<b>Grand Total</b>	<b>21,612</b>	<b>22,021</b>	<b>22,781</b>	<b>22,921</b>	<b>23,579</b>	<b>23,592</b>	<b>23,852</b>	<b>23,794</b>	<b>23,944</b>

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Figure 7

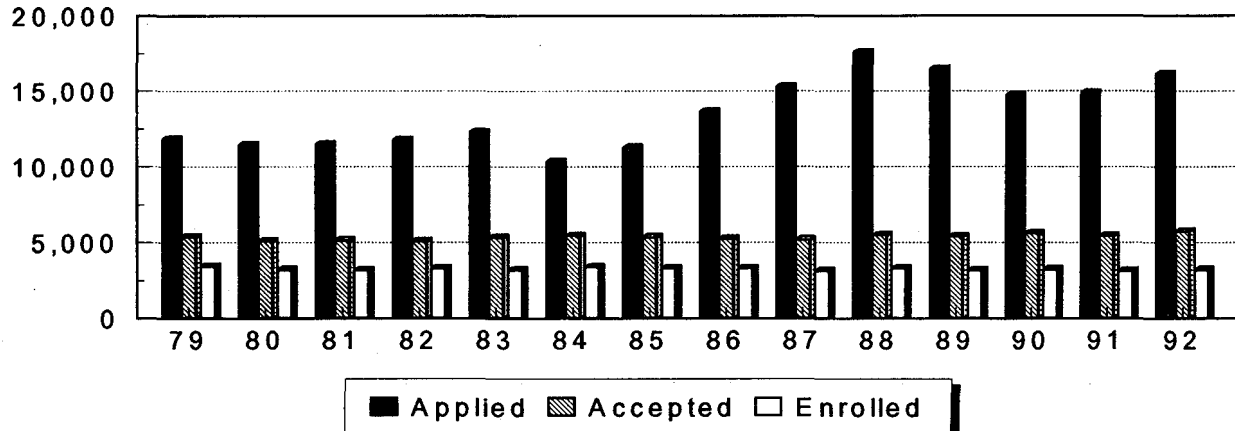


Total enrollment for the University has remained relatively stable in recent years . Steady growth has been most evident among graduate students with a 31% increase for fall 1992 over fall 1984.

**Figure 8**

# Freshman Admission Data

## Applications/Acceptances/Enrollment



**Table 12**

### Applied/Accepted/Enrolled by Level, 1988-1992

	1988	1989	1990	1991	1992
<b><u>Freshman</u></b>					
Number of Applications	17,569	16,441	14,737	14,860	16,136
Number Admitted	5,517	5,436	5,630	5,460	5,735
Number Enrolled	3,293	3,191	3,252	3,142	3,211
<b><u>Transfers</u></b>					
Number of Applications	2,763	2,513	2,521	2,798	2,556
Number Admitted	936	887	969	891	939
Number Enrolled	677	629	683	618	647
<b><u>Graduate Students</u></b>					
Number of Applications	9,575	11,280	13,010	13,270	14,204
Number Admitted	3,441	3,700	3,877	3,642	3,656
Number Enrolled	1,728	1,791	1,865	1,847	1,815
<b><u>Law School</u></b>					
Number of Applications	2,257	3,215	3,548	3,269	3,232
Number Admitted	582	628	583	620	592
Number Enrolled	228	251	222	234	244
<b><u>Medical School</u></b>					
Number of Applications	2,005	2,134	2,283	2,406	2,507
Number Admitted	235	243	209	236	240
Number Enrolled	160	160	159	158	160
<b><u>Dental School</u></b>					
Number of Applications	415	347	351	409	439
Number Admitted	78	79	104	103	122
Number Enrolled	72	64	75	73	75

Source:

OCR B1 Annual Report on Applications, Acceptances and Actual Enrollment

**Table 13**

**University of North Carolina at Chapel Hill**

**Freshman Class Retention**

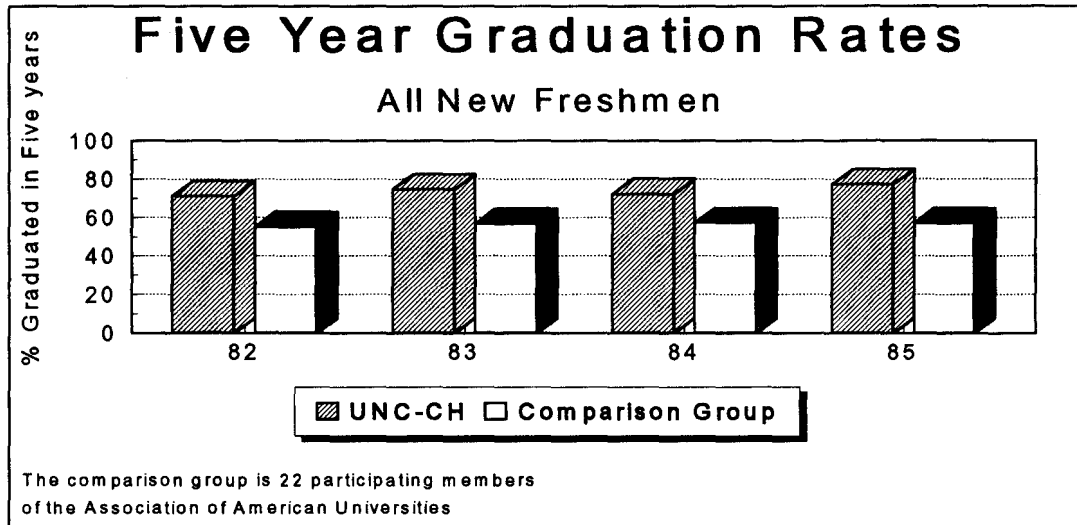
Year Class Entered	Number in Class	Average S A T Score	% Returned as *			% Graduated			
			Sophs	Juniors	Seniors	after 4 Yrs	after 5 Yrs	after 6 Yrs	after 10 Yrs
1967	1,688					50.1%	64.3%	66.0%	
1968	2,115					50.6%	63.7%	65.4%	
1969	2,394					52.1%	62.7%	64.7%	73.7%
1970	2,900					46.6%	61.7%	64.0%	73.4%
1971	3,093					48.9%	65.2%	68.9%	
1972	2,852					51.9%	71.0%	73.6%	
1973	3,208					51.7%	69.4%	72.5%	
1974	2,887		90.3%	81.6%	78.5%	54.9%	73.4%	76.1%	77.9%
1975	2,957		88.7%	81.5%	78.9%	53.4%	71.1%	74.3%	76.6%
1976	2,895	1,090	89.9%	82.0%	79.3%	52.6%	72.7%	76.0%	78.1%
1977	3,048	1,086	89.1%	81.1%	79.8%	53.6%	73.2%	76.0%	78.2%
1978	3,070	1,065	89.3%	82.3%	78.4%	57.9%	73.1%	75.3%	77.1%
1979	3,444	1,063	88.9%	80.9%	78.6%	57.3%	72.2%	74.1%	76.1%
1980	3,211	1,065	89.9%	82.0%	78.5%	58.2%	72.9%	75.8%	77.8%
1981	3,201	1,055	90.1%	81.3%	77.4%	56.2%	71.3%	74.6%	77.0%
1982	3,304	1,056	89.7%	80.3%	76.9%	54.9%	71.2%	74.2%	76.5%
1983	3,186	1,055	90.1%	84.1%	80.7%	57.4%	74.7%	78.4%	
1984	3,390	1,051	89.2%	82.4%	80.2%	53.0%	72.2%	76.1%	
1985	3,329	1,071	92.1%	86.2%	84.0%	59.4%	77.3%	80.6%	
1986	3,304	1,087	92.6%	85.9%	84.7%	60.4%	79.2%	81.7%	
1987	3,151	1,099	92.2%	89.2%	86.5%	61.3%	80.9%		
1988	3,293	1,102	94.9%	90.8%	88.0%	64.8%			
1989	3,192	1,110	94.8%	89.9%	86.0%				
1990	3,250	1,112	93.6%	87.9%					
1991	3,142	1,120	94.7%						
1992	3,211	1,122							

\*Returned is based on the number in the freshman class; for example, there were 2,887 freshman in the 1974 entering class and 90.3% returned for their sophomore year, 81.6% for their junior year (of the original 2,887) and 78.5% for their senior year.

Office of Institutional Research  
The University of North Carolina at Chapel Hill

As of September 10, 1992

**Figure 9**



**Table 14**

**Freshman Retention Rate and Graduation Rate**

**The University of North Carolina At Chapel Hill**

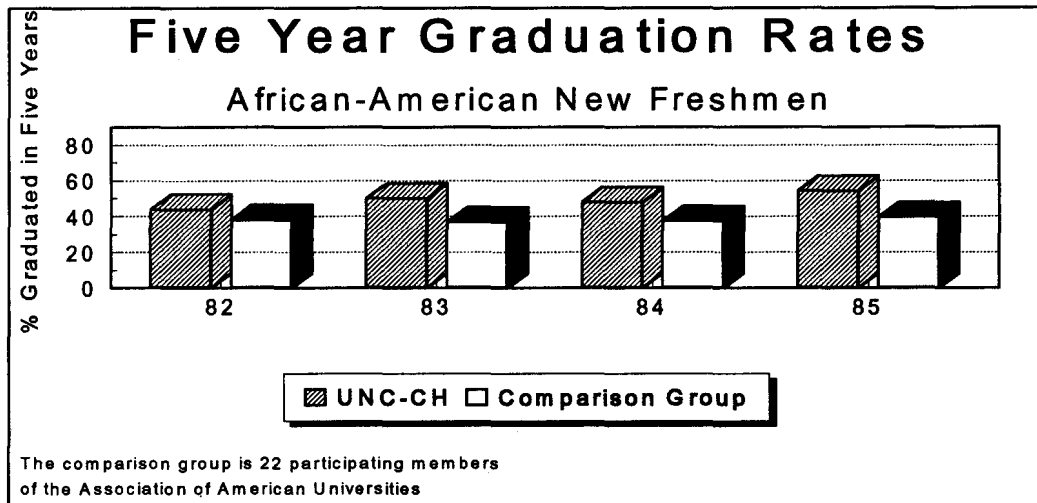
Year Class Entered	Number in Class	% Returned as			% Graduated		
		Sophs	Juniors	Seniors	after 4 Yrs	after 5 Yrs	after 6 Yrs
1982	3,304	89.7%	80.3%	76.9%	54.9%	71.2%	74.2%
1983	3,186	90.1%	84.1%	80.7%	57.4%	74.7%	78.4%
1984	3,390	89.2%	82.4%	80.2%	53.0%	72.2%	76.1%
1985	3,329	92.1%	86.2%	84.0%	59.4%	77.3%	80.6%
1986	3,304	92.6%	85.9%	84.7%	60.4%	79.2%	81.7%
1987	3,151	92.2%	89.2%	86.5%	61.3%	80.9%	
1988	3,293	94.9%	90.8%	88.0%	64.8%		
1989	3,192	94.8%	89.9%	86.0%			
1990	3,250	93.6%	87.9%				
1991	3,142	94.7%					
1992	3,211						

**Association of American Universities (Combined Including UNC-CH)**

1982	69,539	83.9%	78.3%	67.9%	35.7%	55.2%	61.4%
1983	82,663	84.9%	74.6%	69.2%	34.0%	56.7%	63.1%
1984	86,753	84.9%	74.9%	69.6%	33.1%	57.2%	62.9%
1985	89,629	85.0%	75.4%	69.8%	34.0%	57.1%	
1986	92,245	85.8%	76.5%	71.2%	36.0%		
1987	93,246	86.2%	77.4%	73.2%			
1988	96,404	85.7%	77.5%				
1989	76,794	87.0%					

Figure 9 and Table 14 show comparative values in retention and graduation rates for UNC-CH and 22 members of the Association of American Universities. UNC-CH shows significantly higher retention and graduation rates than the comparison group. For example, in 1985 the comparison group shows a senior retention rate of 69.8% and a five year graduation rate of 57.1%. The corresponding values for UNC-CH are 84.0% and 73.1%, a difference of 15.1% and 20.2% respectively.

**Figure 10**



**Table 15**

**African-American Freshman Retention Rate and Graduation Rate  
The University of North Carolina At Chapel Hill**

Year Class Entered	Number in Class	% Returned as			% Graduated		
		Sophs	Juniors	Seniors	after 4 Yrs	after 5 Yrs	after 6 Yrs
1982	468	77.1%	63.7%	56.0%	33.3%	44.0%	46.4%
1983	422	79.1%	69.4%	61.1%	36.5%	50.2%	53.3%
1984	337	83.1%	70.9%	66.2%	31.8%	48.1%	53.4%
1985	315	87.6%	76.5%	69.5%	38.7%	54.3%	57.5%
1986	303	85.8%	74.6%	67.7%	40.3%	57.1%	58.7%
1987	318	91.5%	84.9%	78.9%	44.3%	64.8%	
1988	426	89.4%	80.5%	75.8%	43.2%		
1989	395	92.7%	85.1%	78.0%			
1990	397	86.6%	80.9%				
1991	343	91.8%					
1992	336						

**Association of American Universities (Combined Including UNC-CH)**

1982	3,925	79.5%	65.6%	56.6%	21.3%	38.1%	43.0%
1983	4,834	80.1%	64.1%	56.9%	17.4%	36.9%	43.2%
1984	5,344	80.1%	64.3%	57.8%	17.3%	37.4%	43.3%
1985	5,214	81.3%	67.0%	60.2%	17.8%	39.5%	
1986	5,452	81.5%	68.9%	61.4%			
1987	5,733	82.0%	69.1%	62.0%			
1988	6,339	82.2%	69.6%				
1989	5,026	83.8%					

Figure 10 and Table 15 show comparative values in African-American retention and graduation rates for UNC-CH and 22 members of the Association of American Universities. Five year graduation rates for UNC-CH African-American students have steadily improved between 1982 and 1987, with nearly sixty five percent of the 1987 cohorts graduating in five years. The UNC-CH retention and graduation rates are consistently higher than those of the comparison group. In 1985 the UNC-CH five year graduation rate was 14.8 percentage points higher than the comparison group.

**Table 16**

**First Time Freshman Class Profile for Fall 1992**

<b>Distribution by Residency</b>		
	<b>Number</b>	<b>Percent</b>
North Carolina Residents	2,627	81.8%
Non-Resident (Children of Alumni)	130	4.0%
Non-Residents	454	14.1%
<b>Total Class</b>	<b>3,211</b>	<b>100.0%</b>
<b>Total Alumni Children</b>	<b>532</b>	

<b>Distribution by Race and Sex</b>				
<b>Race</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Percent</b>
Native American	12	15	27	0.8%
Asian	52	82	134	4.2%
African-American	106	228	334	10.4%
Hispanic	16	14	30	0.9%
White	1,038	1,593	2,631	81.9%
Foreign	21	34	55	1.7%
<b>Total</b>	<b>1,245</b>	<b>1,966</b>	<b>3,211</b>	<b>100.0%</b>
<b>Percent</b>	<b>38.8%</b>	<b>61.2%</b>		

<b>School Background</b>	
N C Public School Graduates	2,375
Out-of-State Public Graduates	391
All Private and Parochial School Graduates	393
Foreign and Army Dependent Schools	52
	<b>3,211</b>

<b>High School Senior Class Rank</b>		
<b>Class Rank</b>	<b>Number</b>	<b>Percent</b>
Top Tenth	2,328	72.5%
Second Tenth	551	17.2%
Second Fifth	234	7.3%
Third Fifth	68	2.1%
Fourth Fifth	24	0.7%
Bottom Fifth	4	0.1%
Not Available	2	0.1%
	<b>3,211</b>	<b>100.0%</b>

<b>Scholastic Aptitude Test (SAT) Scores</b>						
<b>Score Intervals</b>	<b>In-State</b>		<b>Out-of-State</b>		<b>All Freshmen</b>	
	<b>Nr.</b>	<b>Percent</b>	<b>Nr.</b>	<b>Percent</b>	<b>Nr.</b>	<b>Percent</b>
Below 700	1	0.0%	1	0.2%	2	0.1%
700's	42	1.6%	5	0.9%	47	1.5%
800's	161	6.1%	19	3.3%	180	5.6%
900's	413	15.7%	41	7.0%	454	14.1%
1,000's	675	25.7%	61	10.4%	736	22.9%
1,100's	657	25.0%	102	17.5%	759	23.6%
1,200's	405	15.4%	141	24.1%	546	17.0%
1,300's	207	7.9%	144	24.7%	351	10.9%
1,400's	60	2.3%	64	11.0%	124	3.9%
1,500's	6	0.2%	6	1.0%	12	0.4%
	<b>2,627</b>	<b>100.0%</b>	<b>584</b>	<b>100.0%</b>	<b>3,211</b>	<b>100.0%</b>
<b>Total SAT Average Score</b>		<b>1,102</b>		<b>1,215</b>		<b>1,122</b>

Source: First Time Freshman Admissions Report (NCHED A-4) Fall, 1992



**Table 17**

**UNIVERSITY OF NORTH CAROLINA at CHAPEL HILL**

**Degrees Awarded by School and Level, 1991-92**

**Academic Affairs**

<u>School or College</u>	<u>Bachelors Degrees</u>	<u>Masters Degrees</u>	<u>Doctoral Degrees</u>	<u>Professional Degrees</u>	<u>Total</u>
Arts & Sciences	2,518	390	180	0	3,088
Business Admin	335	375	9	0	719
Education	198	80	55	0	331
Jour & Mass Comm	234	22	2	0	258
Law	0	0	0	237	237
Info & Lib Sci	0	52	1	0	53
Social Work	0	107	0	0	107
<b>Sub-Total</b>	<b>3,283</b>	<b>1,026</b>	<b>247</b>	<b>237</b>	<b>4,793</b>

**Health Affairs**

<u>School or College</u>	<u>Bachelors Degrees</u>	<u>Masters Degrees</u>	<u>Doctoral Degrees</u>	<u>Professional Degrees</u>	<u>Total</u>
Dentistry	10	15	0	60	85
Medicine	43	78	40	156	317
Nursing	131	31	0	0	162
Pharmacy	148	5	3	14	170
Public Health	40	323	48	0	411
<b>Sub-Total</b>	<b>372</b>	<b>452</b>	<b>91</b>	<b>230</b>	<b>1,145</b>

<b>Total</b>	<b>3,655</b>	<b>1,478</b>	<b>338</b>	<b>467</b>	<b>5,938</b>
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**Table 18**

**Degrees Awarded by Level, Race And Sex, 1991-92**

	<u>African American</u>			<u>Native American</u>			<u>Asian</u>			<u>Hispanic</u>			<u>White</u>			<u>Non-Resident Alien</u>			<u>Grand Total</u>		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Bachelors	99	188	287	8	7	15	40	41	81	17	14	31	1303	1919	3222	11	8	19	1,478	2,177	3,655
Masters	26	42	68	4	2	6	9	12	21	5	7	12	489	770	1259	62	50	112	595	883	1,478
Doctoral	3	6	9	0	1	1	2	6	8	2	1	3	129	136	265	31	21	52	167	171	338
Professional	16	13	29	3	1	4	12	11	23	3	3	6	241	162	403	1	1	2	276	191	467
<b>Totals</b>	<b>144</b>	<b>249</b>	<b>393</b>	<b>15</b>	<b>11</b>	<b>26</b>	<b>63</b>	<b>70</b>	<b>133</b>	<b>27</b>	<b>25</b>	<b>52</b>	<b>2,162</b>	<b>2,987</b>	<b>5,149</b>	<b>105</b>	<b>80</b>	<b>185</b>	<b>2,516</b>	<b>3,422</b>	<b>5,938</b>

Note: these reports exclude :

- 12 women who received a Certificate in Dental Hygiene
- 17 women who received a (below Bachelor) One Year Certificate
- 1 woman who received a Post Masters Certificate in Library Science

Source: Office of the University Registrar  
As of: July 1, 1992

**Table 19**

**UNIVERSITY of NORTH CAROLINA at CHAPEL HILL**

**Five Year Comparison**

**Degrees Awarded-By School**

<u>Bachelors</u>	87-88	88-89	89-90	90-91	91-92
Arts & Sciences	2,011	2,289	2,329	2,403	2,518
Business Admin	355	389	406	315	335
Education	195	218	220	179	196
Jour & Mass Comm	233	248	243	263	234
Dentistry	34	19	24	19	10
Medicine	45	43	48	49	43
Nursing	119	100	103	106	131
Pharmacy	155	167	179	164	148
Public Health	48	56	39	40	40
<b>Sub Total</b>	<b>3,195</b>	<b>3,529</b>	<b>3,591</b>	<b>3,538</b>	<b>3,655</b>
<b><u>Masters</u></b>					
Arts & Sciences	353	381	378	428	390
Business Admin	167	215	348	339	375
Education	109	131	118	73	80
Jour & Mass Comm	15	20	18	13	22
Info & Lib Sci	63	64	66	58	52
Social Work	106	73	95	98	107
Dentistry	15	15	17	12	15
Medicine	60	61	61	73	78
Nursing	35	29	24	30	31
Pharmacy	11	6	8	10	5
Public Health	223	274	258	241	323
<b>Sub Total</b>	<b>1,157</b>	<b>1,269</b>	<b>1,391</b>	<b>1,375</b>	<b>1,478</b>
<b><u>Doctoral</u></b>					
Arts and Sciences	156	155	176	173	180
Business Admin	7	18	5	13	9
Education	52	34	53	50	55
Jour & Mass Comm	1	1	1	5	2
Library Science	1	3	5	2	1
Medicine	37	46	49	47	40
Pharmacy	2	6	0	5	3
Public Health	45	36	48	41	48
<b>Sub Total</b>	<b>301</b>	<b>299</b>	<b>337</b>	<b>336</b>	<b>338</b>
<b><u>Professional</u></b>					
Law	205	220	222	221	237
Dentistry	78	74	71	74	60
Medicine	152	147	158	149	156
Pharmacy	12	16	12	12	14
<b>Sub Total</b>	<b>447</b>	<b>457</b>	<b>463</b>	<b>456</b>	<b>467</b>
<b>Grand Total</b>	<b>5,100</b>	<b>5,554</b>	<b>5,782</b>	<b>5,705</b>	<b>5,938</b>

Office of Institutional Research  
as of July 1, 1992

**Table 20**

**UNIVERSITY OF NORTH CAROLINA at CHAPEL HILL**

**Five Year Comparison**

**Degrees Awarded -- -- By Ethnic Group**

	<b>87-88</b>	<b>88-89</b>	<b>89-90</b>	<b>90-91</b>	<b>91-92</b>
<b><u>African-American</u></b>					
<b>Bachelors</b>	217	227	219	252	287
<b>Masters</b>	58	63	60	58	68
<b>Doctoral</b>	14	13	13	20	9
<b>Professional</b>	47	36	29	48	29
<b>Sub-Total</b>	<b>336</b>	<b>339</b>	<b>321</b>	<b>378</b>	<b>393</b>
<b><u>White</u></b>					
<b>Bachelors</b>	2,884	3,202	3,256	3,144	3,222
<b>Masters</b>	970	1,079	1,209	1,179	1,259
<b>Doctoral</b>	244	239	277	247	265
<b>Professional</b>	382	405	411	387	403
<b>Sub-Total</b>	<b>4,480</b>	<b>4,925</b>	<b>5,153</b>	<b>4,957</b>	<b>5,149</b>
<b><u>All Others</u></b>					
<b>Bachelors</b>	94	100	116	142	146
<b>Masters</b>	129	127	122	138	151
<b>Doctoral</b>	43	47	47	69	64
<b>Professional</b>	18	16	23	21	35
<b>Sub-Total</b>	<b>284</b>	<b>290</b>	<b>308</b>	<b>370</b>	<b>396</b>
<b>Grand Total</b>	<b>5,100</b>	<b>5,554</b>	<b>5,782</b>	<b>5,705</b>	<b>5,938</b>



Office of Institutional Research  
as of July 1, 1992

**Table 21****Most Popular Bachelor Degree Major Programs  
Degrees Awarded 1972-1992**

MAJOR	72-73	77-78	82-83	87-88	88-89	89-90	90-91	91-92
Biology	101	164	163	156	195	203	199	262
Business Admin.	384	593	550	355	389	406	315	335
Chemistry	75	181	153	101	77	52	66	58
Economics	50	72	175	222	256	271	249	237
International Studies	21	27	42	74	78	90	84	93
Journalism	100	113	177	233	248	243	263	234
Nursing	80	143	172	119	100	103	106	131
Pharmacy	129	143	152	155	167	179	164	148
Political Science	252	185	166	158	225	270	281	312
Psychology	203	195	182	205	238	221	277	294
Radio, TV and Motion Pictures	38	89	124	114	135	118	113	73
Speech	6	21	46	92	112	113	121	135

Table 21 (above) shows the most popular undergraduate degree programs. In the 1991-92 academic year Business Administration was the most popular major. In Arts and Sciences, Political Sciences had the largest number with 312.

**Table 22****Undergraduate Grade Point Averages by School and Class, 1991-1992**

School	Freshmen GPA		Sophmores GPA		Juniors GPA		Seniors GPA		Total All Classes GPA	
	Number	Average	Number	Average	Number	Average	Number	Average	Number	Average
Arts & Sciences					2,460	2.833	2,704	2.820	5,164	2.825
Business					276	3.197	306	3.137	582	3.161
Dentistry			3	2.074	28	2.552	22	2.697	49	2.594
Education					232	3.038	219	3.127	451	3.090
General College	3,108	2.791	3,050	2.768					6,158	2.774
Public Health					70	3.073	57	2.915	127	2.983
Journalism					206	2.967	251	2.860	457	2.900
Medicine					55	2.951	42	3.072	97	3.014
Nursing					123	2.881	152	2.909	275	2.898
Pharmacy					154	2.922	321	2.845	475	2.862
<b>Total All Schools</b>	<b>3,108</b>	<b>2.791</b>	<b>3,053</b>	<b>2.767</b>	<b>3,604</b>	<b>2.895</b>	<b>4,070</b>	<b>2.873</b>	<b>13,835</b>	<b>2.857</b>

Table 22 (above) shows the undergraduate grade point average (GPA) by school and class. Upper division students have a higher average than the freshmen or sophmores. The Business School, the School of Education, and the Medical School show averages above 3.0, the highest of the undergraduate schools.

## Degree Programs in which Degrees were Awarded 1988-92

MAJOR	DEGREES						
Accounting	M.Ac.						
Admin and Supervision	Ed.D.	Ph.D.	M.Ed.	C.Gr.Ed.			
Admin Criminal Justice	B.S.						
Adult and Higher Education	Ph.D.	M.Ed.					
African Studies	A.B.						
Afro-American Studies	A.B.						
American Studies	A.B.						
Anatomy	Ph.D.						
Anthropology	A.B.	Ph.D.	M.A.				
Applied Science	B.S.						
Art History	A.B.	Ph.D.	M.A.				
Art Studio	B.F.A.	A.B.	M.F.A.				
Astronomy	A.B.						
Biochemistry and Biophysics	Ph.D.						
Biochemistry and Nutrition	Ph.D.	M.S.					
Biology	A.B.	B.S.	Ph.D.	M.S.	M.A.		
Biomedical Engineering and Math	Ph.D.	M.S.					
Biostatistics	B.S.Pb.H.	Ph.D.	D.P.H.	M.S.	M.P.H.		
Botany	Ph.D.	M.S.					
Business Administration General	B.S.	Ph.D.	M.B.A.				
Cell Biology & Anatomy	Ph.D.	M.S.					
Certificate - Dental Hygiene	C.D.H.						
Chemistry	A.B.	B.S.	Ph.D.	M.A.	M.S.		
City and Regional Planning	Ph.D.	M.R.P.					
Classics	A.B.	Ph.D.	M.A.				
Comparative Literature	A.B.	Ph.D.	M.A.				
Computer Science	Ph.D.	M.S.					
Counseling Psychology	Ph.D.						
Curriculum and Instruction	Ph.D.	M.A.	M.Ed.				
Dental Aux. Teacher Education	M.S.	B.S.					
Dental Assistant (Special)	Yr. Cer.						
Dental Assistants	Yr. Cer.						
Dental Hygiene	B.S.	C.D.H.					
Dentistry	B.S.	D.D.S.	M.S.				
Dramatic Art	A.B.	M.F.A.					
Early Childhood Education	A.B.Ed.	M.Ed.					
East Asian Studies	A.B.						
Ecology	Ph.D.	M.A.	M.S.				
Economics	A.B.	Ph.D.	M.A.	M.S.			
Educational Leadership	Ed.D.						
Educational Media	M.Ed.						
Educational Psychology	Ph.D.	M.A.	M.Ed.				
English	A.B.Ed.	A.B.	Ph.D.	M.A.T.	M.A.		
Environmental Science & Engineering	B.S.Pb.H.	Ph.D.	M.S.	M.S.Env.	M.S.P.H.	M.P.H.	
Epidemiology	Ph.D.	M.S.P.H.	M.P.H.				
Folklore	M.A.						
French	A.B.Ed.	A.B.	M.A.T.				
Genetics	Ph.D.	M.S.					
Geography	A.B.	Ph.D.	M.A.				
Geology	A.B.	B.S.	Ph.D.	M.S.			
German	A.B.Ed.	A.B.	M.A.T.				
Germanic Languages	Ph.D.	M.A.					
Guidance and Counseling	M.Ed.						
Health and Physical Education	A.B.Ed.						

## Degree Programs in which Degrees were Awarded 1988-92 (Cont'd)

MAJOR	DEGREES					
Health Education	B.S.Pb.H.	Ph.D.	M.P.H.	M.S.P.H.		
Health & Physical Education	A.B.Ed.					
Health Policy and Administration	B.S.Pb.H.	Ph.D.	D.P.H.	M.H.A.	M.P.H.	M.S.P.H.
History	A.B.	Ph.D.	M.A.			
Health Behavior & Health Education	B.S.Pb.H.	Ph.D.	D.P.H.	M.P.H.	M.S.P.H.	
Industrial Relations	A.B.	B.S.				
Information & Library Science	C.A.S.I.L.					
Information Science	M.S.I.S.					
Interdisciplin Studies	A.B.					
Intermediate Elementary Education	A.B.Ed.	M.Ed.				
International Studies	A.B.					
Italian	A.B.					
Journalism	M.A.	A.B.				
Journalism & Mass Communication	A.B.J.M.	M.A.				
Latin	M.A.T.					
Latin American Studies	A.B.					
Law	J.D.	A.B.				
Library Science	Ph.D.	M.S.L.S.	C.A.S.L.S.			
Linguistics	A.B.	Ph.D.	M.A.			
Marine Sciences	Ph.D.	M.S.				
Mass Communication Res	Ph.D.					
Maternal and Child Health	D.P.H.	M.P.H.	M.S.P.H.			
Mathematical Sciences	B.S.					
Mathematics	A.B.Ed.	A.B.	B.S.	Ph.D.	M.A.T.	M.S.
MD Cytotechnology	Yr.Cer.					
Medical Technology	B.S.					
Medicine	M.D.	B.S.				
Microbiology/Immunology	Ph.D.	M.S.				
Middle School Education	A.B.Ed.	M.Ed.				
Music	B.M.Ed.	A.B.	Ph.D.	M.A.	M.A.T.	
Music (Performing)	B.Mus.	M.Mus.				
Neurobiology	Ph.D.					
Nuclear Medical Technology	Yr.Cer.					
Nursing	B.S.	M.S.				
Nutrition	B.S.Pb.H.	Ph.D.	D.P.H.	M.P.H.		
Occupational Therapy	M.S.					
Operations Research	Ph.D.	M.S.				
Parasitology and Lab Pra	Ph.D.	M.P.H.	M.S.P.H.	D.P.H.		
Pathology	Ph.D.	M.S.				
Peace War and Defense	A.B.					
Pharm.D.	D.Pharm.					
Pharmacology	Ph.D.	M.S.				
Pharmacy	B.S.	Ph.D.	M.S.			
Philosophy	A.B.	Ph.D.	M.A.			
Physical Education	A.B.	M.A.T.	M.A.			
Physical Therapy	B.S.	M.S.				
Physics	A.B.	B.S.	Ph.D.	M.S.		
Physiology	Ph.D.					
Political Science	A.B.	Ph.D.	M.A.			
Psychology	A.B.	B.S.	Ph.D.	M.A.		
Public Policy Analysis	A.B.					
Public Administration	M.P.A.					
Public Health Nursing	M.P.H.	M.S.				

**Degree Programs in which Degrees were Awarded 1988-92 (Cont'd)**

<b>MAJOR</b>	<b>DEGREES</b>			
Radiation Therapy Technology	Yr.Cer.			
Radio TV & Motion Picture	A.B.	M.A.	M.A.Com.	
Radiologic Science	B.S.			
Reading and Language Arts	M.Ed.			
Recreation Administration	A.B.	M.S.		
Rehabilitation Counseling	M.S.			
Religious Studies	A.B.	Ph.D.	M.A.	
Romance Languages	Ph.D.	M.A.		
Russian & East European Studies	A.B.			
Russian	A.B.			
School Psychology	Ph.D.	MA.	M.Ed.	
Science Education	M.A.T.			
Science Teaching	B.S.			
Slavic Languages	M.A.	Ph.D.		
Soc Foundations - Education	Ph.D.			
Social Sciences, General	M.A.T.			
Social Studies	A.B.Ed.			
Social Work	M.S.W.			
Sociology	A.B.	Ph.D.	M.A.	
Spanish	A.B.Ed.	A.B.	M.A.T.	
Special Education	Ph.D.	M.A.	M.Ed.	C.Gr.Ed.
Speech	A.B.	M.A.	A.B.Ed.	
Speech and Hearing Science	M.S.			
Statistics	Ph.D.	M.S.		
Toxicology	Ph.D.	M.S.	A.B.	B.S.
Zoology	A.B.	B.S.		

**Totals**

91 Bachelors  
 116 Masters  
 74 Doctorates

**Table 23**

# University of North Carolina at Chapel Hill

## Undergraduate Transfers To and From UNC-CH and the Other 15 UNC Institutions

**1991-92**

<b>Institution</b>	<b>Nr Transferred from UNC-CH</b>	<b>Nr Transferred to UNC-CH</b>
Appalachian State University	8	24
East Carolina University	20	23
Elizabeth City State University	0	1
Fayetteville State University	2	0
North Carolina A & T University	7	0
North Carolina Central University	3	6
North Carolina School of the Arts	1	0
North Carolina State University	29	66
Pembroke State University	3	3
University of North Carolina-Asheville	5	9
University of North Carolina-Charlotte	24	30
University of North Carolina-Greensboro	21	39
University of North Carolina-Wilmington	10	22
Western Carolina University	2	1
Winston-Salem State University	1	0
<b>Total</b>	<b>136</b>	<b>224</b>

Source: 1991-1992 Transfer Student Performance Report, UNC General Administration, Fall 1992

Undergraduate Transfers generally enter the University at the beginning of the Junior year although a small number of sophomore transfers are admitted. Table 23 above presents a view of the inter-transfers between UNC-CH and the other 15 UNC constituent institutions. The 224 transfers from the other UNC institutions represents 36.7% of the total number of transfers (611) entering in the fall 1991.



**Table 24**

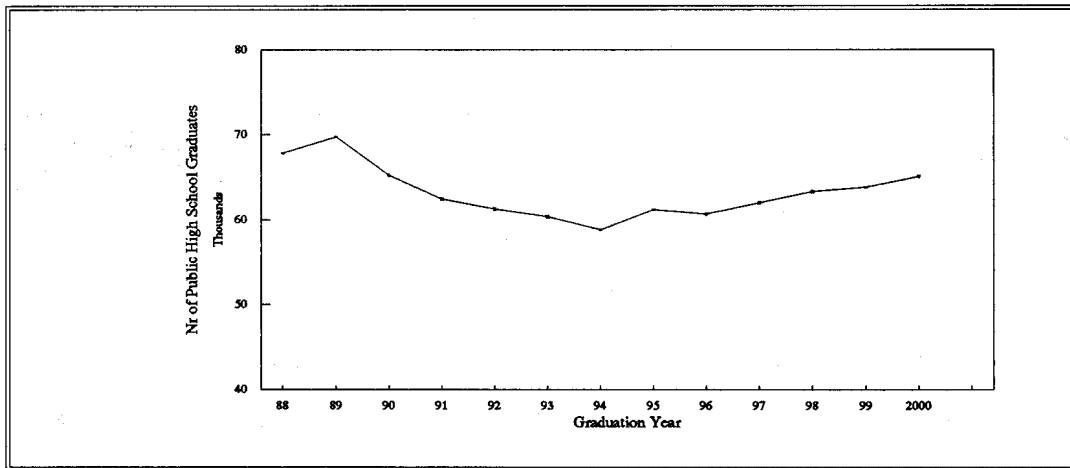
**Number of High School Graduates in Public Schools - by Region and State**



	Year	United States	Northeast	Midwest	South	North Carolina	West
Actual	1987-88	2,500,374	503,037	675,571	833,719	67,836	488,047
Estimated	1988-89	2,495,965	475,612	674,412	843,436	69,709	502,505
	1989-90	2,326,050	446,700	620,640	820,760	65,210	455,950
	1990-91	2,232,780	414,830	591,400	777,330	62,450	448,920
Projected-	1991-92	2,228,040	406,590	585,580	774,340	61,200	461,530
	1992-93	2,228,650	405,000	590,860	766,180	60,370	466,610
	1993-94	2,223,350	400,250	584,400	759,180	58,804	479,520
	1994-95	2,329,270	414,840	610,020	798,750	61,170	505,660
	1995-96	2,362,900	421,010	619,530	805,900	60,680	516,460
	1996-97	2,451,980	433,070	641,790	834,570	62,004	542,550
	1997-98	2,548,420	444,000	665,400	866,960	63,310	572,060
	1998-99	2,586,580	452,840	664,270	877,570	63,854	591,900
	1999-2000	2,624,810	461,820	662,060	888,660	65,042	612,270

**Figure 11**

**Projected Public High School Graduates in North Carolina**



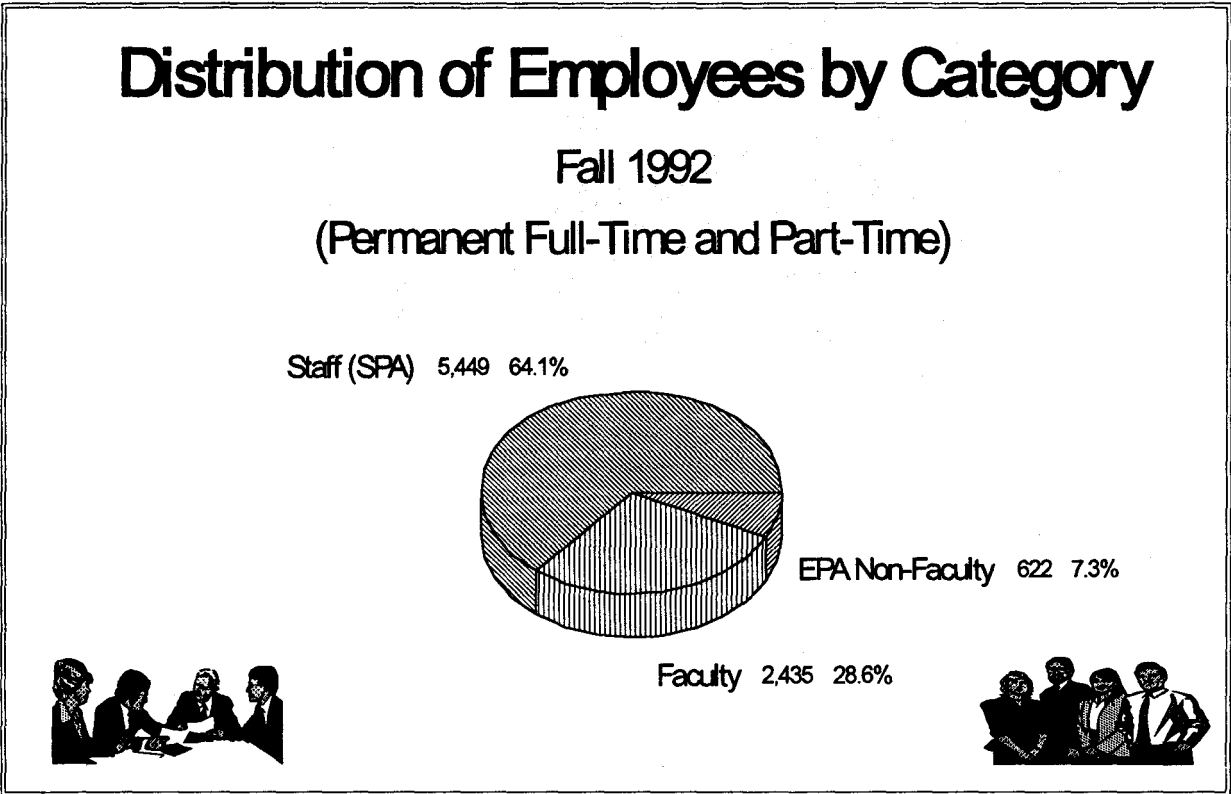
The above Figure and Table show the projected public high school graduates to the year 2000 for the the United States and for North Carolina. The projections indicate that the number of graduates will decline until 1994 after which there will be a gradual increase.

Source: U.S. Department of Education, National Center for Educational Statistics, Common core of Data Surveys and Key Statistics for Public Elementary Secondary Education: School Year 1989-90, " Early Estimates". (Prepared May 1990)

# FACULTY AND STAFF

Figure 12

## University of North Carolina at Chapel Hill



**Notes :**

1. Faculty counts include all employees holding any type of faculty rank regardless of what their primary appointment might be.
2. Librarians are included as EPA Non-Faculty (Exempt from the State Personnel Act) even though they have faculty status.
3. Staff (SPA) are those employees subject to the State Personnel Act.

**Table 25**

Full Time Permanent Faculty Highest Earned Degree								
Doctoral		First Professional		Masters		Bachelor's and Other		Total Faculty
No.	Percent	No.	Percent	No.	Percent	No.	Percent	
1,336	61.6%	223	26.8%	21	0.9%	28	1.2%	2,249

Overall 93.6% of the Faculty have the highest earned degree in their field.

**Table 26****Full Time Permanent Employees at UNC-Chapel Hill Fall 1992**

<u>Academic Affairs</u>	<u>Professors</u>	<u>Associate Professors</u>	<u>Assistant Professors</u>	<u>Instructors</u>	<u>Fixed Term</u>	<u>Total Faculty</u>	<u>E P A Non-Faculty</u>	<u>S P A</u>	<u>Total Employees</u>
Arts & Sciences	373	168	106	6	67	720	99	315	1,134
Business Admin	35	22	10	0	10	77	11	61	149
Education	30	10	3	0	11	54	6	18	78
Info & Lib Sci	7	3	5	0	2	17	1	5	23
Institute of Government	16	10	5	1	7	39	2	39	80
Jour & Mass Comm	11	9	5	0	0	25	0	10	35
Law	26	4	1	0	5	36	10	32	78
Social Work	10	8	1	1	11	31	3	21	55
Other Units in A. A.	2	0	0	0	15	17	122	417	556
<b>Sub Total</b>	<b>510</b>	<b>234</b>	<b>136</b>	<b>8</b>	<b>128</b>	<b>1,016</b>	<b>254</b>	<b>918</b>	<b>2,188</b>
<b>Health Affairs</b>									
Dentistry	33	32	11	0	27	103	6	239	348
Medicine	266	166	155	5	212	804	80	1,353	2,237
Nursing	7	25	5	0	24	61	2	31	94
Pharmacy	9	18	11	0	15	53	0	26	79
Public Health	54	38	31	2	31	156	20	219	395
Other Units in H. A.	3	0	0	0	17	20	45	167	232
<b>Sub Total</b>	<b>372</b>	<b>279</b>	<b>213</b>	<b>7</b>	<b>326</b>	<b>1,197</b>	<b>153</b>	<b>2,035</b>	<b>3,385</b>
<b>Other Units</b>									
Athletics	0	0	0	0	2	2	54	81	137
Business & Finance	0	0	0	0	1	1	9	1,786	1,796
Development	0	0	0	0	2	2	30	54	86
Student Affairs	0	0	0	0	19	19	38	155	212
Research & Grad Sch	6	0	1	0	4	11	22	69	102
Other	1	0	0	0	0	1	10	17	28
<b>Sub Total</b>	<b>7</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>28</b>	<b>36</b>	<b>163</b>	<b>2,162</b>	<b>2,361</b>
<b>Grand Total</b>	<b>889</b>	<b>513</b>	<b>350</b>	<b>15</b>	<b>482</b>	<b>2,249</b>	<b>570</b>	<b>5,115</b>	<b>7,934</b>

As of: September, 30 1992

**Table 27****Full Time Permanent Employees at UNC-Chapel Hill Fall 1992**

<b>Race/Sex</b>	<b>Professors</b>	<b>Associate Professors</b>	<b>Assistant Professors</b>	<b>Instructors</b>	<b>Fixed Term</b>	<b>Total Faculty</b>	<b>E P A Non-Fac</b>	<b>S P A</b>	<b>Total Employees</b>
<b>White</b>									
Male	749	330	196	4	229	1,508	251	1,310	3,069
Female	92	140	114	8	204	558	223	2,385	3,166
<b>Sub Total by Race</b>	<b>841</b>	<b>470</b>	<b>310</b>	<b>12</b>	<b>433</b>	<b>2,066</b>	<b>474</b>	<b>3,695</b>	<b>6,235</b>
<b>African-American</b>									
Male	17	8	16	2	7	50	27	462	539
Female	3	5	7	0	15	30	25	842	897
<b>Sub Total by Race</b>	<b>20</b>	<b>13</b>	<b>23</b>	<b>2</b>	<b>22</b>	<b>80</b>	<b>52</b>	<b>1,304</b>	<b>1,436</b>
<b>Native American</b>									
Male	0	1	0	0	1	2	1	5	8
Female	0	0	0	0	0	0	0	8	8
<b>Sub Total by Race</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>13</b>	<b>16</b>
<b>Asian</b>									
Male	16	13	11	1	13	54	23	30	107
Female	1	5	1	0	8	15	16	49	80
<b>Sub Total by Race</b>	<b>17</b>	<b>18</b>	<b>12</b>	<b>1</b>	<b>21</b>	<b>69</b>	<b>39</b>	<b>79</b>	<b>187</b>
<b>Hispanic</b>									
Male	10	5	2	0	5	22	3	6	31
Female	1	6	3	0	0	10	1	18	29
<b>Sub Total by Race</b>	<b>11</b>	<b>11</b>	<b>5</b>	<b>0</b>	<b>5</b>	<b>32</b>	<b>4</b>	<b>24</b>	<b>60</b>
<b>Total Males</b>	<b>792</b>	<b>357</b>	<b>225</b>	<b>7</b>	<b>255</b>	<b>1,636</b>	<b>305</b>	<b>1,813</b>	<b>3,754</b>
<b>Total Females</b>	<b>97</b>	<b>156</b>	<b>125</b>	<b>8</b>	<b>227</b>	<b>613</b>	<b>265</b>	<b>3,302</b>	<b>4,180</b>
<b>Grand Total</b>	<b>889</b>	<b>513</b>	<b>350</b>	<b>15</b>	<b>482</b>	<b>2,249</b>	<b>570</b>	<b>5,115</b>	<b>7,934</b>

As of: September, 30 1992

**Table 28**

**The University of North Carolina at Chapel Hill**

Fall 1992

**Full-Time, Permanent EPA Employees**

**Academic Affairs**

	<u>White</u>		<u>African-American</u>		<u>Other</u>		<u>Total</u>		<u>Grand</u>
	Male	Female	Male	Female	Male	Female	Male	Female	Total
Tenured Faculty	572	115	17	7	19	5	608	127	735
Tenure Track	90	49	8	5	7	2	105	56	161
Fixed Term	81	59	2	6	6	2	89	67	156
Total Faculty	743	223	27	18	32	9	802	250	1,052
Non-Faculty	195	148	22	24	20	8	237	180	417
<b>Sub Total Academic Affairs</b>	<b>938</b>	<b>371</b>	<b>49</b>	<b>42</b>	<b>52</b>	<b>17</b>	<b>1,039</b>	<b>430</b>	<b>1,469</b>

**Health Affairs**

	<u>White</u>		<u>African-American</u>		<u>Other</u>		<u>Total</u>		<u>Grand</u>
	Male	Female	Male	Female	Male	Female	Male	Female	Total
Tenured Faculty	485	110	7	1	23	5	515	116	631
Tenure Track	132	80	11	2	10	5	153	87	240
Fixed Term	148	145	5	9	13	6	166	160	326
Total Faculty	765	335	23	12	46	16	834	363	1,197
Non-Faculty	56	75	5	1	7	9	68	85	153
<b>Sub Total Health Affairs</b>	<b>821</b>	<b>410</b>	<b>28</b>	<b>13</b>	<b>53</b>	<b>25</b>	<b>902</b>	<b>448</b>	<b>1,350</b>

**Total University**

	<u>White</u>		<u>African-American</u>		<u>Other</u>		<u>Total</u>		<u>Grand</u>
	Male	Female	Male	Female	Male	Female	Male	Female	Total
Tenured Faculty	1,057	225	24	8	42	10	1,123	243	1,366
Tenure Track	222	129	19	7	17	7	258	143	401
Fixed Term	229	204	7	15	19	8	255	227	482
Total Faculty	1,508	558	50	30	78	25	1,636	613	2,249
Non-Faculty	251	223	27	25	27	17	305	265	570
<b>Total</b>	<b>1,759</b>	<b>781</b>	<b>77</b>	<b>55</b>	<b>105</b>	<b>42</b>	<b>1,941</b>	<b>878</b>	<b>2,819</b>

Note: EPA Employees in "Other Units" are included in Academic Affairs.

As of: September 30, 1992

**Table 29**

**Full Time Permanent Faculty at UNC-Chapel Hill Fall 1992**

	Tenured			Tenure Track				Fixed Term	Grand Total	
	Professors	Associate Professors	Assistant Professors	Associate Professors	Assistant Professors	Instruct	Total			
<b>Academic Affairs</b>										
Arts & Sciences	373	156	3	532	12	103	6	121	67	720
Business Admin	35	21	0	56	1	10	0	11	10	77
Education	30	9	1	40	1	2	0	3	11	54
Info & Lib Sci	7	3	0	10	0	5	0	5	2	17
Institute of Government	16	7	0	23	3	5	1	9	7	39
Jour & Mass Comm	11	9	0	20	0	5	0	5	0	25
Law	26	1	0	27	3	1	0	4	5	36
Social Work	10	8	0	18	0	1	1	2	11	31
Other Units in A. A.	2	0	0	2	0	0	0	0	15	17
<b>Total</b>	<b>510</b>	<b>214</b>	<b>4</b>	<b>728</b>	<b>20</b>	<b>132</b>	<b>8</b>	<b>160</b>	<b>128</b>	<b>1,016</b>
<b>Health Affairs</b>										
Dentistry	33	29	1	63	3	10	0	13	27	103
Medicine	266	152	4	422	14	151	5	170	212	804
Nursing	7	25	1	33	0	4	0	4	24	61
Pharmacy	9	16	0	25	2	11	0	13	15	53
Public Health	54	30	1	85	8	30	2	40	31	156
Other Units in H. A.	3	0	0	3	0	0	0	0	17	20
<b>Total</b>	<b>372</b>	<b>252</b>	<b>7</b>	<b>631</b>	<b>27</b>	<b>206</b>	<b>7</b>	<b>240</b>	<b>326</b>	<b>1,197</b>
<b>Other Units</b>										
Athletics	0	0	0	0	0	0	0	0	2	2
Business & Finance	0	0	0	0	0	0	0	0	1	1
Development	0	0	0	0	0	0	0	0	2	2
Student Affairs	0	0	0	0	0	0	0	0	19	19
Research & Grad Sch	6	0	0	6	0	1	0	1	4	11
Other	1	0	0	1	0	0	0	0	0	1
<b>Total</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>28</b>	<b>36</b>
<b>Grand Total</b>	<b>889</b>	<b>466</b>	<b>11</b>	<b>1,366</b>	<b>47</b>	<b>339</b>	<b>15</b>	<b>401</b>	<b>482</b>	<b>2,249</b>

As of: September, 30 1992

**Table 30****University of North Carolina at Chapel Hill****Full Time Permanent Faculty**

	1988	1989	1990	1991	1992
<b>Academic Affairs</b>					
<b>Tenured</b>					
Professor	498	497	514	513	517
Associate Professor	215	214	207	211	214
Assistant Professor	9	4	4	4	4
Sub Total	722	715	725	728	735
<b>Tenure Track</b>					
Associate Professor	19	16	20	21	20
Assistant Professor	130	137	139	144	133
Instructor	12	12	14	5	8
Sub Total	161	165	173	170	161
Fixed Term	113	134	131	147	156
<b>Grand Total (AA)</b>	<b>996</b>	<b>1,014</b>	<b>1,029</b>	<b>1,045</b>	<b>1,052</b>

<b>Health Affairs</b>					
<b>Tenured</b>					
Professor	344	358	363	363	372
Associate Professor	240	239	247	259	252
Assistant Professor	9	10	9	8	7
Sub Total	593	607	619	630	631
<b>Tenure Track</b>					
Associate Professor	29	27	29	28	27
Assistant Professor	214	204	192	190	206
Instructor	8	4	4	7	7
Sub Total	251	235	225	225	240
Fixed Term	233	284	307	320	326
<b>Grand Total (HA)</b>	<b>1,077</b>	<b>1,126</b>	<b>1,151</b>	<b>1,175</b>	<b>1,197</b>

<b>Entire University</b>					
<b>Tenured</b>					
Professor	842	855	877	876	889
Associate Professor	455	453	454	470	466
Assistant Professor	18	14	13	12	11
Sub Total	1,315	1,322	1,344	1,358	1,366
<b>Tenure Track</b>					
Associate Professor	48	43	49	49	47
Assistant Professor	344	341	331	334	339
Instructor	20	16	18	12	15
Sub Total	412	400	398	395	401
Fixed Term	346	418	438	467	482
<b>Grand Total</b>	<b>2,073</b>	<b>2,140</b>	<b>2,180</b>	<b>2,220</b>	<b>2,249</b>

Note: Faculty in "Other Units" are included in Academic Affairs.

**Table 31**

**University of North Carolina at Chapel Hill**

**African-American Full Time Permanent Faculty**

	1988	1989	1990	1991	1992
<b>Academic Affairs</b>					
<b>Tenured</b>					
Professor	13	12	13	15	16
Associate Professor	8	7	8	7	8
Assistant Professor	0	0	0	0	0
<b>Sub Total</b>	<b>21</b>	<b>19</b>	<b>21</b>	<b>22</b>	<b>24</b>
<b>Tenure Track</b>					
Associate Professor	0	0	0	1	1
Assistant Professor	5	7	8	10	11
Instructor	2	2	3	1	1
<b>Sub Total</b>	<b>7</b>	<b>9</b>	<b>11</b>	<b>12</b>	<b>13</b>
<b>Fixed Term</b>	<b>6</b>	<b>7</b>	<b>9</b>	<b>10</b>	<b>8</b>
<b>Grand Total (AA)</b>	<b>34</b>	<b>35</b>	<b>41</b>	<b>44</b>	<b>45</b>

<b>Health Affairs</b>					
<b>Tenured</b>					
Professor	5	6	5	3	4
Associate Professor	5	3	4	4	4
Assistant Professor	0	0	0	0	0
<b>Sub Total</b>	<b>10</b>	<b>9</b>	<b>9</b>	<b>7</b>	<b>8</b>
<b>Tenure Track</b>					
Associate Professor	0	0	1	0	0
Assistant Professor	5	6	6	9	12
Instructor	0	0	0	1	1
<b>Sub Total</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>10</b>	<b>13</b>
<b>Fixed Term</b>	<b>7</b>	<b>10</b>	<b>11</b>	<b>14</b>	<b>14</b>
<b>Grand Total (HA)</b>	<b>22</b>	<b>25</b>	<b>27</b>	<b>31</b>	<b>35</b>

<b>Entire University</b>					
<b>Tenured</b>					
Professor	18	18	18	18	20
Associate Professor	13	10	12	11	12
Assistant Professor	0	0	0	0	0
<b>Sub Total</b>	<b>31</b>	<b>28</b>	<b>30</b>	<b>29</b>	<b>32</b>
<b>Tenure Track</b>					
Associate Professor	0	0	1	1	1
Assistant Professor	10	13	14	19	23
Instructor	2	2	3	2	2
<b>Sub Total</b>	<b>12</b>	<b>15</b>	<b>18</b>	<b>22</b>	<b>26</b>
<b>Fixed Term</b>	<b>13</b>	<b>17</b>	<b>20</b>	<b>24</b>	<b>22</b>
<b>Grand Total</b>	<b>56</b>	<b>60</b>	<b>68</b>	<b>75</b>	<b>80</b>



**Table 32**

**University of North Carolina at Chapel Hill**

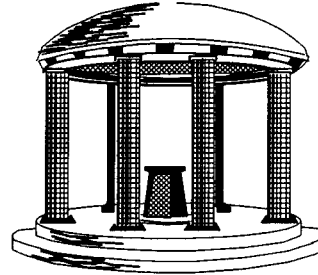
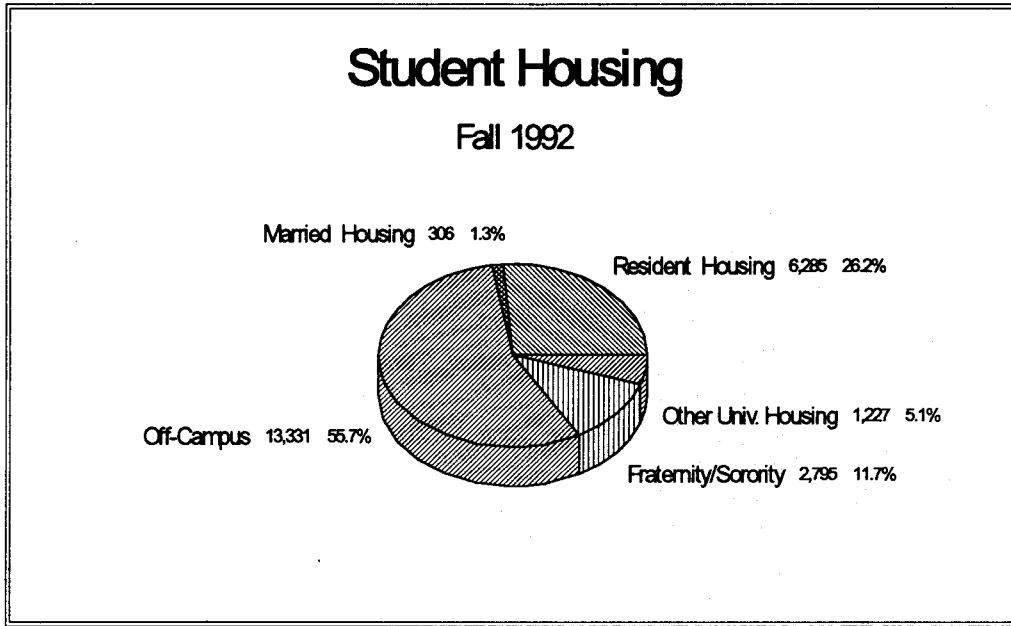
**Female Full Time Permanent Faculty**

	1988	1989	1990	1991	1992
<b>Academic Affairs</b>					
<b>Tenured</b>					
Professor	53	55	59	60	65
Associate Professor	52	51	52	54	62
Assistant Professor	2	0	0	0	0
<b>Sub Total</b>	<b>107</b>	<b>106</b>	<b>111</b>	<b>114</b>	<b>127</b>
<b>Tenure Track</b>					
Associate Professor	1	2	5	5	4
Assistant Professor	51	57	59	59	47
Instructor	6	7	5	1	5
<b>Sub Total</b>	<b>58</b>	<b>66</b>	<b>69</b>	<b>65</b>	<b>56</b>
Fixed Term	43	54	56	60	67
<b>Grand Total (AA)</b>	<b>208</b>	<b>226</b>	<b>236</b>	<b>239</b>	<b>250</b>

<b>Health Affairs</b>					
<b>Tenured</b>					
Professor	24	24	23	23	32
Associate Professor	57	62	65	81	81
Assistant Professor	4	4	3	4	3
<b>Sub Total</b>	<b>85</b>	<b>90</b>	<b>91</b>	<b>108</b>	<b>116</b>
<b>Tenure Track</b>					
Associate Professor	11	8	10	8	9
Assistant Professor	82	81	76	70	75
Instructor	4	3	2	4	3
<b>Sub Total</b>	<b>97</b>	<b>92</b>	<b>88</b>	<b>82</b>	<b>87</b>
Fixed Term	111	129	146	144	160
<b>Grand Total (HA)</b>	<b>293</b>	<b>311</b>	<b>325</b>	<b>334</b>	<b>363</b>

<b>Entire University</b>					
<b>Tenured</b>					
Professor	77	79	82	83	97
Associate Professor	109	113	117	135	143
Assistant Professor	6	4	3	4	3
<b>Sub Total</b>	<b>192</b>	<b>196</b>	<b>202</b>	<b>222</b>	<b>243</b>
<b>Tenure Track</b>					
Associate Professor	12	10	15	13	13
Assistant Professor	133	138	135	129	122
Instructor	10	10	7	5	8
<b>Sub Total</b>	<b>155</b>	<b>158</b>	<b>157</b>	<b>147</b>	<b>143</b>
Fixed Term	154	183	202	204	227
<b>Grand Total</b>	<b>501</b>	<b>537</b>	<b>561</b>	<b>573</b>	<b>613</b>

**Figure 13**



**Table 33**

### DISTRIBUTION OF STUDENT ENROLLMENT BY TYPE OF HOUSING

Fall 1992

	<u>Male</u>		<u>Female</u>		<u>Total</u>	
	No.	%	No.	%	No.	%
Resident Student Housing	2,351	9.8%	3,934	16.4%	6,285	26.2%
Married Student Housing	199	0.8%	107	0.4%	306	1.3%
Off-Campus	5,980	25.0%	7,351	30.7%	13,331	55.7%
Fraternity/Sorority	1,136	4.7%	1,659	6.9%	2,795	11.7%
Other University Housing	545	2.3%	682	2.8%	1,227	5.1%
<b>Total</b>	<b>10,211</b>	<b>42.6%</b>	<b>13,733</b>	<b>57.4%</b>	<b>23,944</b>	<b>100.0%</b>

Source: Student Housing Report Fall 1992 (NCHED A-2)

Figure 14

Percentage Distribution of Assignable Area (Total University)

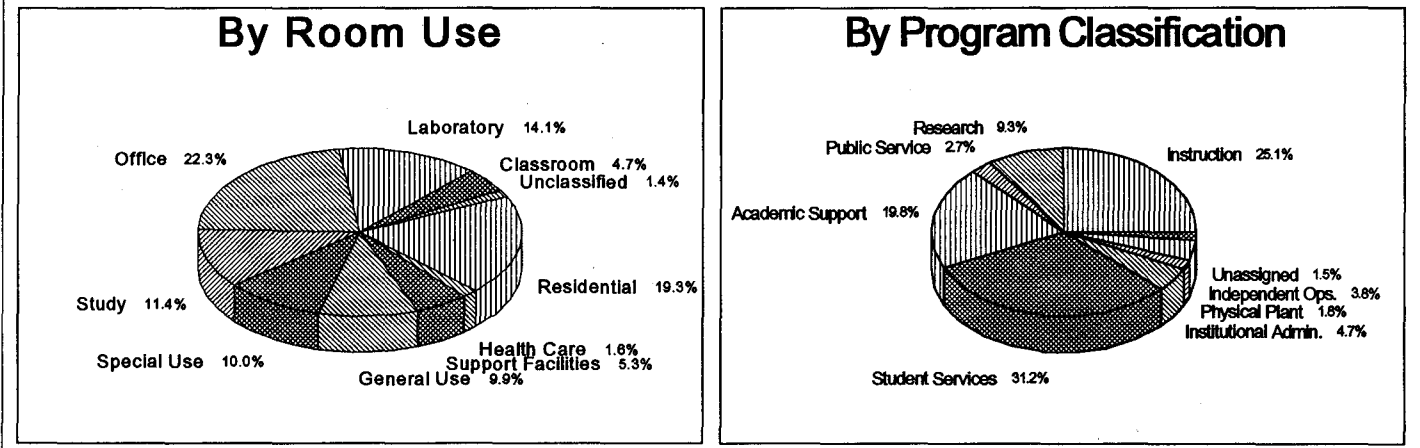
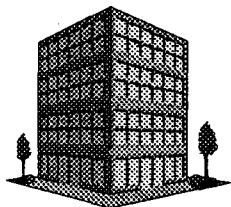


Table 34

University of North Carolina at Chapel Hill

Buildings by Room Use and Division  
Net Assignable Area(sq. ft.)



Room Use	Academic Affairs	Health Affairs	Total University
Classroom	225,805	55,369	281,174
Laboratory	398,809	446,381	845,190
Office	826,066	513,563	1,339,629
Study	617,364	68,209	685,573
Special Use	523,598	75,646	599,244
General Use	549,828	46,634	596,462
Supporting Facilities	286,353	33,561	319,914
Health Care	0	94,692	94,692
Residential	1,155,765	430	1,156,195
Unclassified	54,061	27,050	81,111
<b>Total Area</b>	<b>4,637,649</b>	<b>1,361,535</b>	<b>5,999,184</b>

Buildings by Program Classification and Division  
Area(sq. ft.)

Program Classification	Academic Affairs	Health Affairs	Total University
Instruction	1,080,572	426,160	1,506,733
Research	171,593	388,037	559,630
Public Service	64,927	99,392	164,319
Academic Support	881,153	306,345	1,187,499
Student Services	1,827,234	42,208	1,869,441
Institutional Admin.	278,259	4,085	282,344
Physical Plant	102,028	4,085	106,113
Independent Ops.	171,593	58,546	230,139
Unassigned	60,289	32,677	92,966
<b>Total Area</b>	<b>4,637,649</b>	<b>1,361,535</b>	<b>5,999,184</b>

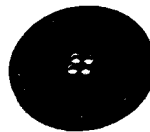
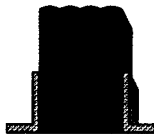
Source: Facilities Inventory and Utilization Study Fall 1991

**Table 35**

# LIBRARY COLLECTIONS

Fiscal Year 1992

	<u>Number Added During Year</u>	<u>Total Number End of Year</u>
<b>ACADEMIC LIBRARIES</b>		
Number of volumes: (books, bound serials, & government documents)	91,294	3,688,619
Number of Titles: (excludes duplicates)	(70,770)	(1,849,430)
Serial Subscriptions:	(153)	(35,342)
Physical units of all types of microfilm:	172,707	3,420,027
<b>HEALTH SCIENCES LIBRARIES</b>		
Number of volumes: (books, bound serials, & government documents)	9,768	267,719
Number of Titles: (excludes duplicates)	3,587	106,663
Serial Subscriptions:	178	3,702
Physical units of all types of microfilm:	9,100	42,978

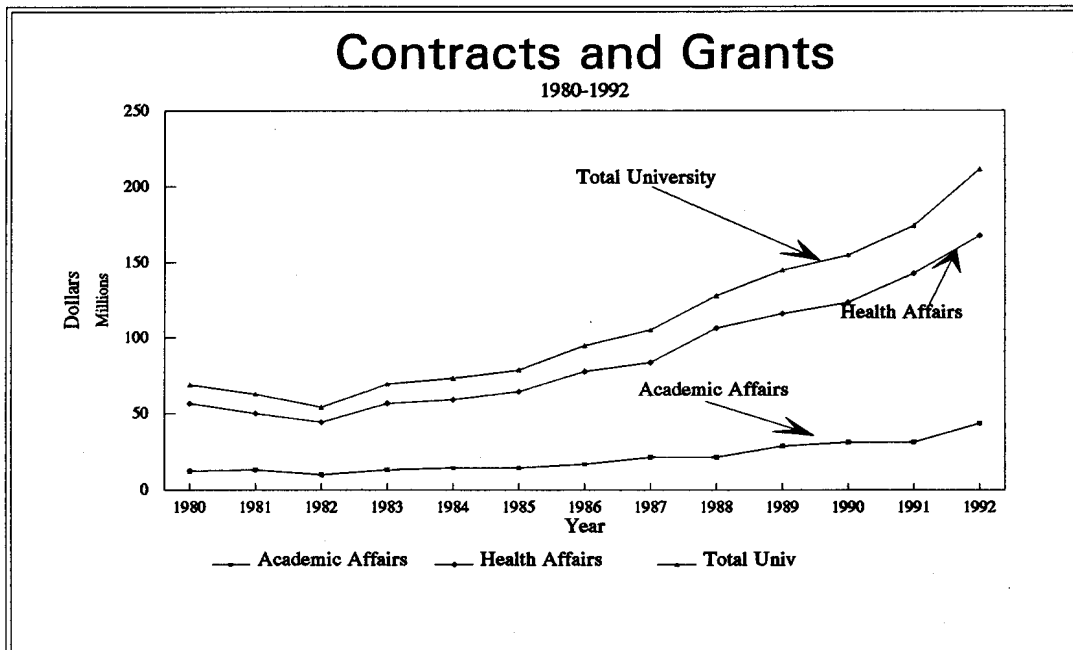


Note: Numbers in parentheses are estimates.

Source: Library Report Fall 1992 (NCHED A-6)

# FINANCIAL DATA

**Figure 15**



**Table 36**

**Trends in Contracts and Grant Funding, UNC-Chapel Hill  
Fiscal Years 1980-1992**

	Academic Affairs	Health Affairs	UNC-CH Total
1980	\$12,325,833	\$56,949,327	\$69,275,160
1981	\$12,880,273	\$50,147,939	\$63,028,212
1982	\$9,752,782	\$44,484,077	\$54,236,859
1983	\$13,043,820	\$56,706,527	\$69,750,347
1984	\$14,108,076	\$59,254,455	\$73,362,531
1985	\$14,220,201	\$64,413,701	\$78,633,902
1986	\$16,724,725	\$77,882,718	\$94,607,443
1987	\$21,161,546	\$83,757,782	\$104,919,328
1988	\$21,345,350	\$106,226,110	\$127,571,460
1989	\$28,798,558	\$115,706,816	\$144,505,374
1990	\$31,354,807	\$123,284,008	\$154,638,815
1991	\$31,234,528	\$142,704,090	\$173,938,618
1992	\$43,680,814	\$167,423,677	\$211,104,491

Source: Office of Research Services  
As of June 30, 1992

**Table 37****Comparative State Appropriations Per Capita and Per \$1000 Income**

State	Higher Education	Appropriations		Appropriations	
	Appropriations	Per Capita	Rank	Per \$1,000	Rank
	FY 1991-92			Income	
	(\$1,000s)	(\$)		(\$)	
Alabama	791,638	195.93	10	13.03	8
Alaska	179,981	327.21	1	15.05	3
Arizona	607,819	165.83	24	10.31	20
Arkansas	383,560	164.57	27	11.49	16
California	5,662,752	190.28	12	9.14	28
Colorado	523,785	158.99	32	8.40	35
Connecticut	503,748	153.25	35	6.01	46
Delaware	121,011	181.65	16	9.03	29
Florida	1,486,480	114.89	46	6.15	44
Georgia	874,320	134.96	42	7.88	37
Hawaii	321,201	289.83	2	14.17	5
Idaho	195,881	194.57	11	12.70	9
Illinois	1,734,761	151.27	37	7.42	40
Indiana	899,643	162.27	28	9.59	25
Iowa	563,570	202.96	9	11.77	14
Kansas	446,517	180.22	17	9.91	22
Kentucky	641,251	174.10	19	11.59	15
Louisiana	574,336	136.10	41	9.38	26
Maine	186,665	152.02	36	8.83	33
Maryland	804,886	168.33	21	7.69	38
Massachusetts	583,569	97.00	49	4.30	49
Michigan	1,535,999	165.28	25	8.98	30
Minnesota	995,429	227.52	6	12.11	12
Mississippi	412,311	160.23	30	12.49	10
Missouri	584,565	114.24	47	6.53	43
Montana	131,910	165.08	26	10.81	19
Nebraska	340,106	215.48	8	12.26	11
Nevada	191,773	159.57	31	8.23	36
New Hampshire	75,175	67.77	50	3.25	50
New Jersey	1,132,432	146.49	38	5.87	47
New Mexico	349,378	230.60	4	16.12	2
New York	2,760,719	153.45	34	6.94	41
North Carolina	<b>1,445,790</b>	<b>218.11</b>	<b>7</b>	<b>13.34</b>	<b>6</b>
North Dakota	145,535	227.83	5	15.03	4
Ohio	1,460,068	134.60	43	7.66	39
Oklahoma	542,277	172.39	20	11.15	18
Oregon	461,155	162.25	29	9.37	27
Pennsylvania	1,483,233	124.83	44	6.67	42
Rhode Island	116,128	115.73	45	6.15	45
South Carolina	634,226	181.90	15	11.97	13
South Dakota	97,273	139.76	40	8.82	32
Tennessee	692,402	141.97	39	8.93	31
Texas	2,821,810	166.12	23	9.90	23
Utah	319,561	185.48	13	13.21	7
Vermont	55,742	99.05	48	5.64	48
Virginia	1,030,112	166.49	22	8.43	34
Washington	898,184	184.56	14	9.74	24
West Virginia	277,921	154.96	33	11.29	17
Wisconsin	863,337	176.49	18	10.02	21
Wyoming	124,902	275.36	3	16.93	1
<b>Total</b>	<b>40,066,827</b>	<b>Average</b>		<b>Average</b>	
		<b>161.51</b>		<b>8.62</b>	

Source: Appropriations from "Grapevine"

1990 Population, U. S. Department of Commerce, Bureau of the Census.

Personal Income, U.S. Department of Commerce, Bureau of Economic Analysis.

**Table 38****Higher Education Appropriations**

State tax-fund appropriations for the operating expense of higher education for fiscal years 1990-91 and 1991-92 in North Carolina.

<b>Institution</b>	<b>Sums appropriated</b>	
	<b>(In thousands of dollars)</b>	
	<b>1990-91(R)</b>	<b>1991-92</b>
University of North Carolina		
UNC at Chapel Hill	\$134,521	\$125,889
Health affairs	99,032	102,488
Area health education ctrs	31,524	31,256
<b>Subtotal, UNC-CH</b>	<b>265,077</b>	<b>259,633</b>
NC Memorial Hospital*	33,780	37,755
NC State U at Raleigh	150,984	151,617
Sch of Veterinary Med	18,372	18,886
Ag research service	35,526	35,427
Ag extension service	28,456	27,490
<b>Subtotal, NCSU</b>	<b>233,338</b>	<b>233,420</b>
East Carolina University**	120,185	124,495
UNC at Charlotte	55,649	55,999
UNC at Greensboro	54,752	54,535
Appalachian State University	51,629	51,958
NC Ag & Tech State University	35,217	37,490
Western Carolina University	34,419	34,952
UNC at Wilmington	31,571	32,048
NC Central University	26,361	27,472
Fayetteville State University	16,842	18,420
UNC at Asheville	15,933	16,433
Pembroke State University	15,534	16,077
Winston-Salem State University	15,768	15,960
Elizabeth City State University	14,589	15,210
NC School of the Arts	8,022	7,871
General Administration	17,086	13,923
Allocation to institutions	2,631	5,274
Related programs***	45,768	44,417
<b>Subtotal, U of NC</b>	<b>1,094,151</b>	<b>1,103,342</b>
State support of Comm Colleges	387,610	339,783
Ed benefits, veterans' children	2,518	2,665
<b>Total</b>	<b>1,484,279</b>	<b>1,445,790</b>

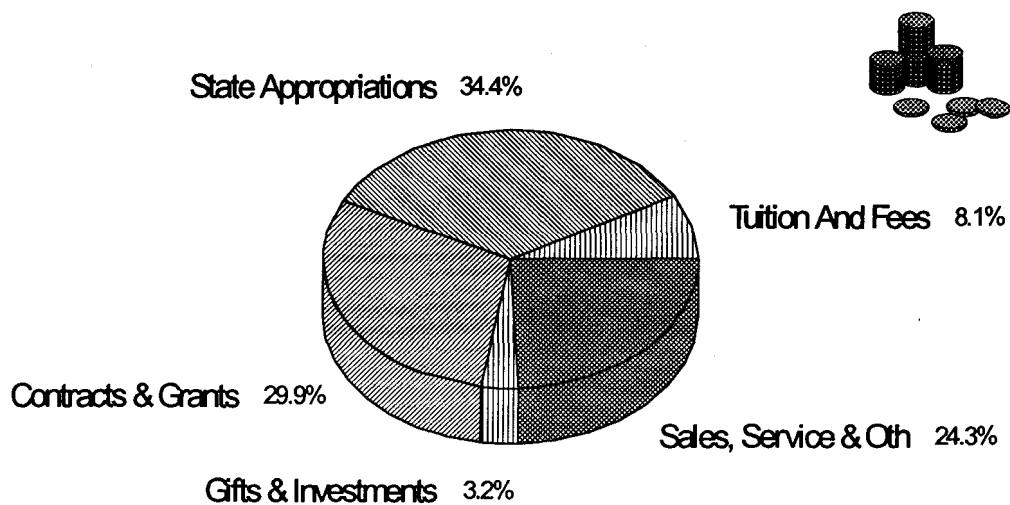
\*This is a teaching hospital, part of the medical complex at Chapel Hill, but administratively separate from the university at Chapel Hill. It is placed here for comparability with similar institutions in other states.

**Includes	(in \$1,000s)	
School of Medicine	49,014	50,641
***Includes		
a) to private institutions for financial aid to needy NC graduates	10,938	10,783
b) tuition grant to each full-time NC undergraduate attending a private school	24,566	24,218
c) aid to private medical schools and NC students attending them	2,438	2,373

Source: "State Higher Education Appropriations 1991-92", Published by the State Higher Education Executive Officers

Figure 16

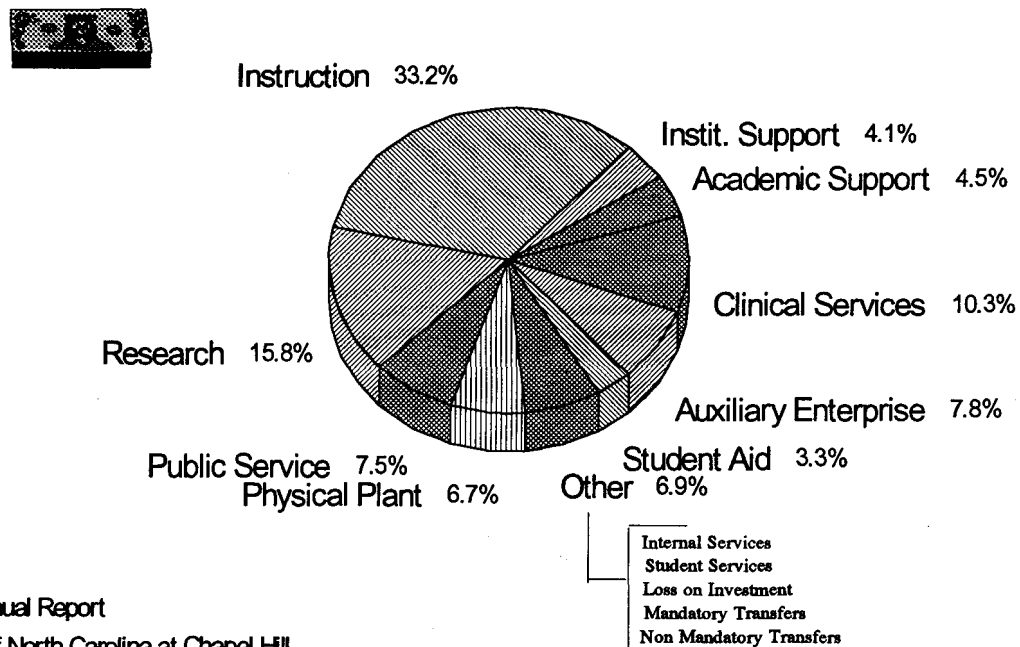
# Sources of University Revenues 1991-1992



Source: Annual Report  
University of North Carolina at Chapel Hill

Figure 17

# Uses of Current Funds 1991-1992



Source: Annual Report  
University of North Carolina at Chapel Hill



**Table 39**

**Sources and uses of Current Funds: Revenues  
Year Ending June 30, 1992**

Tuition And Fees	\$60,246,656	8.1%
State Appropriations	\$255,003,056	34.4%
Federal Contract & Grants	\$147,555,866	19.9%
State Contract & Grants	\$15,497,934	2.1%
Private Contract & Grants	\$58,891,982	7.9%
Sales and Services	\$176,296,508	23.8%
Interest/Investment Income	\$13,507,978	1.8%
Gain on Sale of Investments	\$2,319,554	0.3%
Endowment Income *	\$8,040,548	1.1%
Other Revenues	\$3,847,768	0.5%



<b>Total Revenues</b>	<b>\$741,207,850</b>	<b>100.0%</b>
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\* on an endowment of \$191,497,051

**Table 40**

**Sources and uses of Current Funds: Expenditures  
Year Ending June 30, 1992**

Instruction	\$241,955,614	33.2%
Organized Research	\$115,013,403	15.8%
Public Service	\$54,959,119	7.5%
Professional Clinical Services	\$74,768,973	10.3%
General Academic Support	\$32,740,735	4.5%
Student Services	\$7,624,677	1.0%
Institutional Support	\$30,096,804	4.1%
Physical Plant	\$48,551,305	6.7%
Scholarships/Fellowships	\$23,715,795	3.3%
Auxiliary Enterprises	\$56,995,865	7.8%
Internal Services	\$16,202,512	2.2%
Loss on Sale of Investments	\$345,069	0.0%
Mandatory Transfers	\$9,361,080	1.3%
Non-Mandatory Transfers	\$16,690,884	2.3%

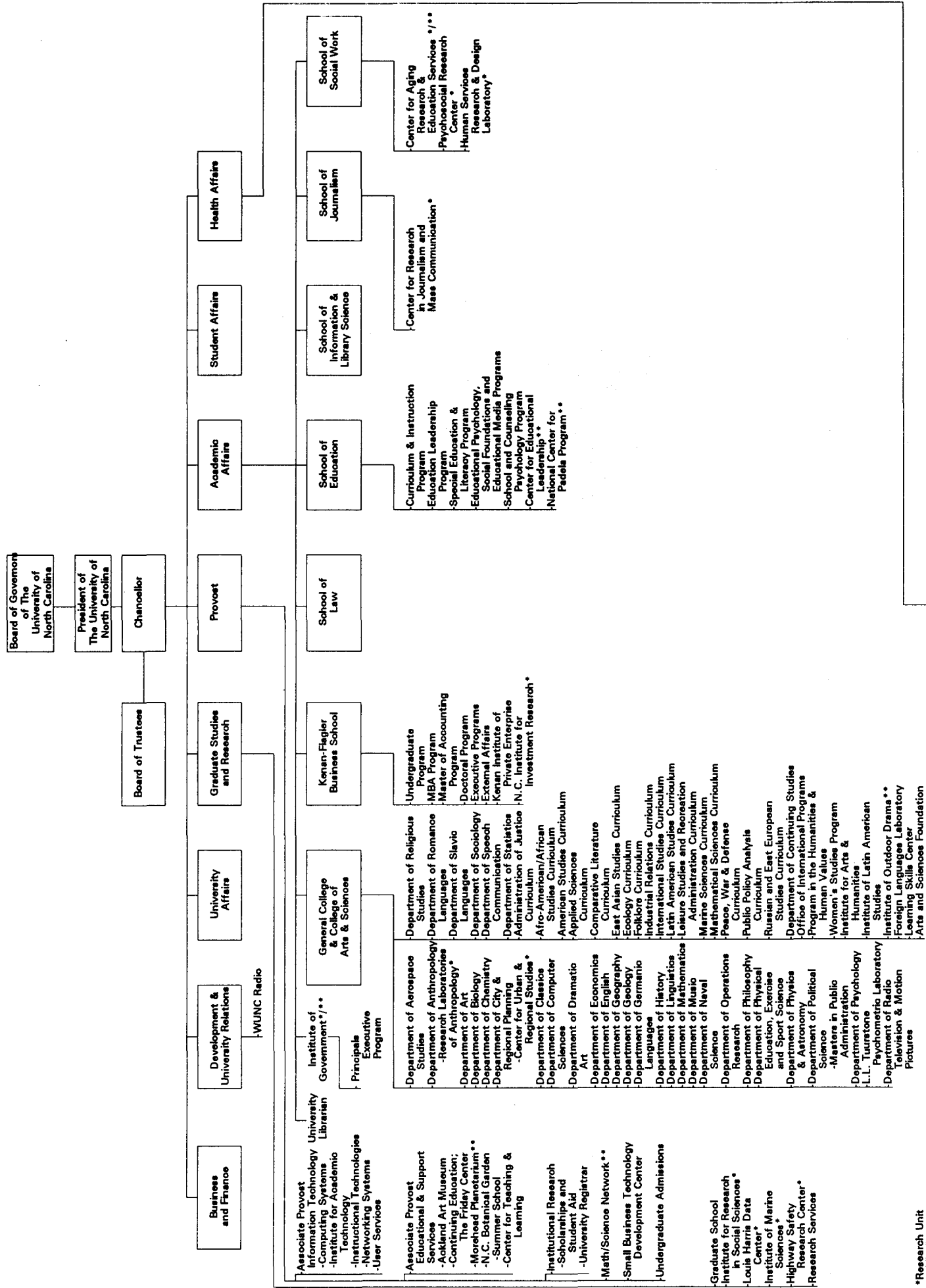


<b>Total Expenditures</b>	<b>\$729,021,834</b>	<b>100.0%</b>
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Source: University of North Carolina at Chapel Hill Annual Report  
September 11, 1992

Organization Chart of  
The University of North Carolina at Chapel Hill, 1992

May 1, 1992



\*Research Unit  
 \*\*Public Service Unit  
 (A) Off Page Connector

(A)

Health Affairs

- Child Development Institute\*
- Frank Porter Graham Child Development Research Center\*
- Brain and Development Research Center\*
- Clinical Center for the Study of Development and Learning\*
- Continuing Education
- Health Sciences Library
- Cecil G. Sheps Center for Health Services Research\* and Disease Prevention\*
- N.C. Health Careers Access Program
- Carolina Population Center\*
- Institute of Nutrition\*\*

School of Dentistry

- Academic Affairs
- Admissions & Student Affairs
- Advanced Education Programs
- Business & Finance
- Clinical Services
- Dental Faculty Practice\*\*
- Dental Research Center\*
- Development
- Institutional Relations
- Alumni Affairs
- AHEC
- Continuing Education
- Dental Foundation
- Dental Ecology
- Diagnostic Sciences
- Endodontics
- Operative Dentistry
- Oral & Maxillofacial Surgery
- Orthodontics
- Pediatric Dentistry
- Periodontics
- Prosthodontics

School of Nursing

- Administrative Affairs
- Adult and Geriatric Health
- AHEC
- Alumni Affairs/Development
- Community and Mental Health
- Continuing Education
- Graduate Studies
- Health of Women and Children
- Minority Affairs
- Research Support Center\*
- Social and Administrative Systems
- Student Services
- Undergraduate Studies

School of Medicine

- Academic Affairs
- Academic and Student Programs
- Administration
- Admissions
- Basic Sciences
- Clinical Sciences
- Continuing Medical Education & Alumni Affairs
- Educational Development
- Fiscal Affairs
- Graduate Medical Education
- Hospital Affairs
- Information Systems
- Laboratory Animal Medicine
- Laboratory Medicine
- Medical Illustrations & Photography
- Medical Sciences Teaching Laboratories
- Planning
- Public Affairs
- Student Affairs
- Anesthesiology \*/\*\*
- Biochemistry and Biophysics\*
- Biomedical Engineering\*
- Cell Biology & Anatomy\*
- Dermatology \*/\*\*
- Emergency Medicine \*/\*\*
- Family Medicine \*/\*\*
- Medical Allied Health Professions \*/\*\*
- Medicine \*/\*\*
- Microbiology & Immunology\*
- Neurology \*/\*\*
- Obstetrics/Gynecology \*/\*\*
- Ophthalmology \*/\*\*
- Pathology \*/\*\*
- Pediatrics \*/\*\*
- Pharmacology\*
- Physiology\*/\*\*
- Psychiatry\*/\*\*
- Radiation Oncology \*/\*\*
- Radiology\*/\*\*
- Social Medicine\*/\*\*
- Surgery \*/\*\*
- Area Health Education Centers (AHEC) \*/\*\*
- Bowles Center for Alcohol Studies\*
- Brain and Development Research Center\*
- Caviness General Clinical Research Center\*
- Center for Early Adolescence\*
- Center for Environmental Medicine and Lung Biology\*
- Center for Gastrointestinal Biology and Disease\*
- Center for Thrombosis and Hemostasis\*
- Clinical Center for Study of Development and Learning\*
- Lineberger Comprehensive Cancer Center\*
- Thurston Arthritis Center\*
- INTRAH Program\*\*
- Program on Aging\*
- Program in Molecular Biology and Biotechnology\*
- Robert Wood Johnson Clinical Scholars Program\*
- Rehabilitation\*\*
- Genetics
- Neurobiology
- Toxicology

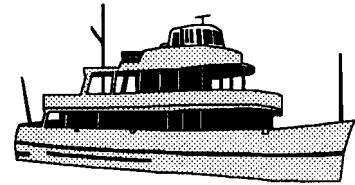
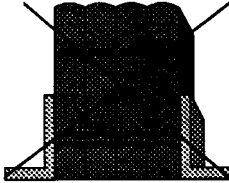
School of Public Health

- Biostatistics
- Environmental Science & Engineering
- Institute for Environmental Studies\*
- Epidemiology
- Health Behavior & Health Education
- Health Policy and Administration
- Maternal & Child Health
- Nutrition
- Public Health Nursing
- Division of External Affairs and Health Services
- Division of Computing & Information Services

School of Pharmacy

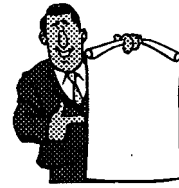
- Student Affairs
- Academic Affairs
- Research and Graduate Studies
- AHEC
- Continuing Education
- Alumni Affairs
- Medicinal Chemistry and Natural Products
- Pharmaceutics
- Pharmacy Administration
- Pharmacy Practice

# Report on the Factors Influencing Graduate Student Attrition



and

# Marketing Study for Undergraduate Admissions



## Factors Influencing Graduate Student Attrition

Over the past year, the Office of Institutional Research has distributed three reports which describe the results of analyses conducted on a database of survey responses from graduate students who did not complete their degrees. These reports indicated substantial differences in the reasons why masters' and doctoral students leave their programs.

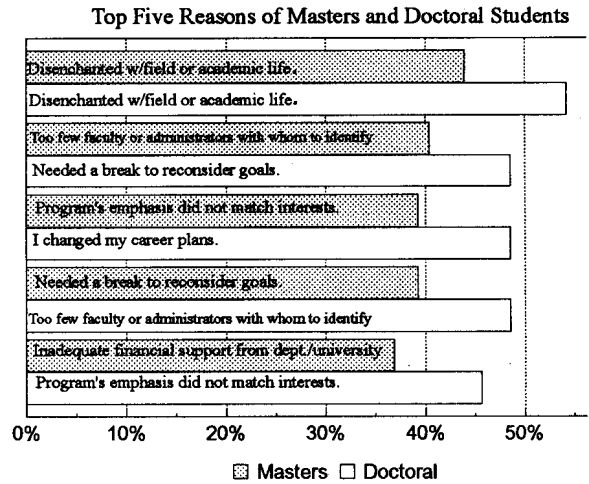
The survey sample was drawn from 405 non-foreign students who had enrolled in graduate programs in the fall of 1988 but had not registered for classes in the fall of 1990. Mailings achieved a fifty-two percent response rate for the survey. This included thirty-five students still enrolled in the University, twenty-four students who had graduated or were in the process of graduating, and 154 respondents to the survey. These respondents further divided into seventy doctoral students and eighty-four masters' students and by gender to 93 women and 61 men.

The first analysis examined differences between masters and doctoral students in the items most often chosen to represent their reasons for leaving the University. It also looked at connections or correlations between the items most often chosen and whether the participants felt their reasons were personal, university related or a combination of both. The second analysis concentrated on differences in the responses of the participants according to their plans to continue their graduate education. Finally, responses were sorted and analyzed by respondents' major fields.

The first analysis pointed to specific differences between masters and doctoral students' reasons for leaving the university as well as some similarities. Items which at least twenty-five percent of either group viewed as a minor or major reason in their decisions were noted for each group. Eight items were held in common by both groups. However, there were considerable differences as well. Fig. 1 shows the top five reasons cited by both groups of respondents. Financial issues were mentioned by sizeable percentages of masters' students but

not by substantial numbers of doctoral students. Masters students also mentioned items concerning problems with faculty and advisors more often than doctoral students. Doctoral students indicated that program concerns and personal reevaluation issues contributed most to their decisions.

Fig. 1



*Percentages of respondents who indicated these items were reasons in their decisions to terminate*

Similarities across the two groups were more apparent when participants' responses for the first thirty-five items were sorted by whether students felt their reasons for leaving were primarily personal, university related, or a combination of both. For example, the top four items cited by students who felt their reasons for leaving the university were primarily personal, were the same for both the masters and doctoral groups. Three of the top five items cited by students who felt their reasons were university related were the same for both the masters and doctoral groups. Similarities across groups decreased for those students who felt their reasons were a combination of both personal and university related reasons. These students only had one top ranked item in common among masters and doctoral groups.

The second analysis divided the surveys into seven groups by respondents' indications of plans for their graduate education. Group One, which planned to finish their degree at UNC-CH,

rated financial issues most highly. This suggests that these students may be stopping out of their programs to build up financial reserves or to qualify for in-state tuition by establishing residency. Group Two planned on finishing their degree at another university. A link between the items these respondents rated most highly which might serve to explain their intended plans was not apparent. The one exception was the high rating received by an item indicating a lack of identification with faculty and administrators within their programs. Group Three was the largest of any of the groups with thirty-four students. This group cited issues of personal reevaluation most often in their decisions to leave their programs suggesting these students may have been unprepared to enter graduate school. Graduate school may have been a more attractive alternative to a soft job market or represented an opportunity to extend their college careers. Respondents intending to finish the same program at another university composed Group Four. These respondents tended to rate items concerning program quality and direction as well as faculty issues more highly than other items. Group Five had only five respondents so that it is difficult to draw any conclusions from this group. Members of Group Six rated items of personal reevaluation and program concerns most highly. This seems consistent for respondents who intend to enroll in a different program at another university. The seventh group was made up of respondents who had not indicated any plans. As a result, the items rated most highly suggest a variety of directions for the future. A fair number of these respondents also may not have reached a decision as to what direction they will follow.

The third analysis focused on differences between major areas. Demographic information on the survey provided the means to sort 133 of the surveys into twelve subject areas: Economics, English, Library Science, Education, Medicine, Humanities, Music, German, Computer Science, Public Health, Sciences, and Social Sciences. Many of these groups had predominant numbers of masters or doctoral students. Based on the results of the first analysis, it was expected that groups with large numbers of doctoral students

would rate program concerns and personal reevaluation issues most highly. Groups with predominant numbers of masters students would rate financial issues and faculty/advisor issues most highly. This was found to be true for some subject areas. For example, the results of Medicine, Education, Sciences, German, and Library Science and English groups were consistent with whatever program level held a majority in the subject group. However, the results for Public Health, Economics, and Humanities seemed to point to specific areas of concern within these programs. Seven of the nine respondents in the Economics group were doctoral students. These respondents cited faculty issues as most important in their decisions to terminate their programs. Respondents in Public Health cited program concerns and personal reevaluation issues as important contributors to their decisions although most of them had been masters students. The Humanities group had a majority of doctoral students but their main problem seems to have been financial concerns; not receiving sufficient aid from the university. Financial issues were cited heavily by six of the twelve groups. All of these groups were in Academic Affairs rather than Health Affairs. This may be indicative of the differences in contract and grant money received by these two sections of the University.

The results of these analyses suggest that the University is losing students for a variety of reasons. Some students are unprepared for the financial costs of pursuing a graduate degree. Others may have unrealistic expectations about the expenditure of time and energy they may need to invest in their education or are not well informed of the thrusts and directions of the programs they enter. One of the reasons to conduct this survey was to learn if the University can make changes to improve its retention of graduate students. The University can advise students more completely about the level of financial resources they will need during the course of their program by developing estimates based on size of family, financial liabilities, sources of income and length of the program. Another area of intervention is to ensure the quality of instruction and number of course

offerings available to graduate students. The University can also ensure that applicants receive more thorough and complete information about graduate programs to increase the chance of a better match between student program. Master's students also need to be made aware that graduate programs are arduous and may require a more time-intensive effort than some of these students realize.

The University may also benefit by developing a mentoring program for graduate students just beginning their studies. Such a program may help to ameliorate faculty and advising problems mentioned by several students in the survey and also help to dissipate the feelings of alienation and isolation experienced by some of the survey respondents. This type of program may also help students develop more realistic plans and concrete academic goals during their programs.

### Marketing Study for the Undergraduate Admissions Office

In June of 1992, the Admissions Office mailed out surveys to a random sample of applicants who had been admitted to the University for Fall of 1992. The survey was an effort to learn more about the reasons why some high school students choose to attend UNC-CH and others do not. Admitted students enrolled in the University were separated from those students who declined admission to UNC-CH in the random samples generated from the total population to form two primary strata. To learn of possible differences between in-state and out-of-state students, resident and non-resident groups were developed as subgroups within these two strata. Overall, 779 of 1438 surveys sent out were returned to the Admissions Office yielding a response rate of fifty-four percent.

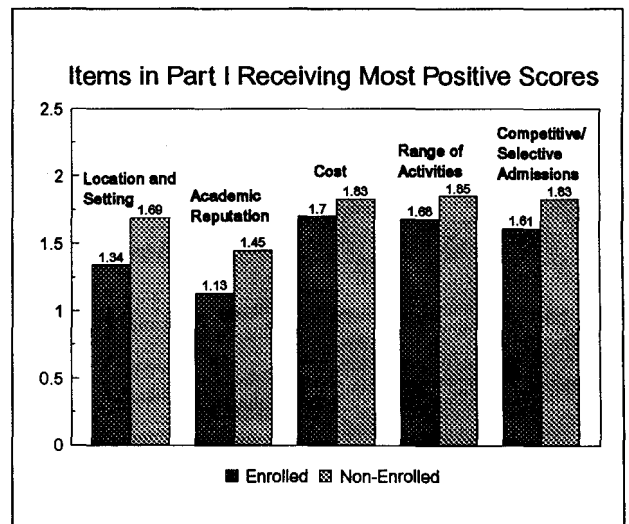
Each of the primary groups received a slightly different survey. The surveys did not differ significantly, but enrolled students additionally ranked items in several parts of the survey to indicate the importance of these items in their decisions to apply and enroll at UNC-CH. Differences in the responses of

resident and non-resident applicants were also scrutinized.

The survey contained five parts. The first three covered general items which could be expected to affect the application and enrollment decision such as attributes of the University, impact of Admissions Office's publications, effectiveness of the Admissions Office's recruiting activities. Respondents were asked to rate each of the items on a scale of one indicating the item was very positive or satisfactory to five indicating the item was very negative or unsatisfactory. The fourth section asked information on when the decision to enroll had been made and if the applicant had chosen to enroll in a school other than UNC-CH, the name of that institution. The final section allowed a multidimensional comparison of seven institutions which are considered UNC-CH's closest competitors for new freshmen.

As shown in Fig. 2, several items in Part I received very positive scores from enrolled and non-enrolled applicants. These were: academic reputation, location and setting, cost, the wide range of extracurricular activities, and competitive/selective admissions.

Fig. 2



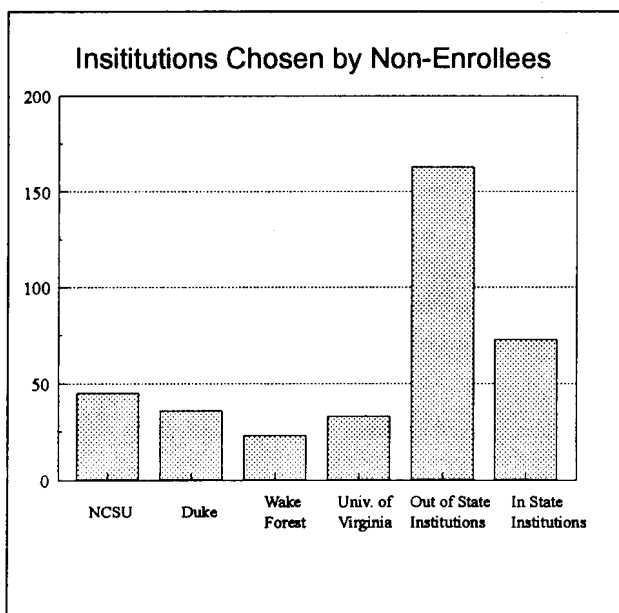
*Enrolled respondents tended to score each of the items above more positively than non-enrolled respondents*  
 Items such as class size received less positive ratings from the two groups and the non-enrolled group also found the overall size of the University a negative feature.

Many of the items concerning recruiting activities received scores of NA or Not Applicable from both groups of respondents indicating many of the applicants never participated in these activities. Other items which also did not seem to have a substantial impact because of limited exposure were letters from UNC-CH academic departments, course listing brochures, and the UNC-CH Bulletin.

By March 1992, over fifty-one percent of the enrolled group had decided to enroll at UNC-CH. Another thirty-eight percent of the enrolled applicants made their decisions to attend UNC-CH in April. In contrast, only twenty-nine percent of the non-enrolled group had decided by March of 1992 with another fifty percent making their enrollment decisions in April.

Non-enrolled students were asked to indicate which institution they would be attending in fall of 1992. A tabulation of the responses graphed in Fig. 3 shows NCSU and Duke listed most often by these respondents. Wake Forest and Virginia also attracted many of these applicants to enroll. The remaining applicants were spread among a variety of in-state and out-of-state institutions both public and private.

Fig. 3



*NCSU and Duke are UNC-CH's largest single competitors for new freshmen.*

In Part V, survey respondents rated each of seven institutions (UNC-CH, NCSU, Duke, Wake Forest, University of Virginia, Davidson, and Appalachian) in reference to eleven statements. This allowed the development of a direct comparison of the average scores received on each of the statements by all the institutions. The eleven statements were: academic reputation is strong, quality of faculty is high, social environment is conducive to growth, campus is very attractive, location is very attractive, student body is diverse, cost of institution is reasonable, size of institution is attractive to me, academic programs that interest me are available, publications are attractive and informative, and admission is selective/ competitive.

Top competition, borderline competition, and low competition groups were developed for each statement from the average scores received by each of the schools. Overall, UNC-CH performed very well. The scores received by the University from both in-state and out-of-state applicants consistently placed it in the top competition group for almost all of the items. The one exception was the statement regarding the attractiveness of the size of the University. In-state applicants gave UNC-CH the worst rating of any of the schools on this item and out-of-state students scored this item so that UNC-CH fell in the borderline competition group. Out-of-state students also rated the attractiveness of UNC-CH's publications as comparable to those of the borderline competition institutions rather than in the top competition group.

The survey also allowed respondents who did not enroll at UNC-CH to write in the reason which contributed most to their decision. Some of the reasons cited most often by these respondents were the lack of financial aid, size of the university and size of the classes, lack of an engineering program, and lack of attention by Admissions and faculty to prospective students.

The final report on the data in this survey is currently underway. The information provided by the survey respondents will allow the Admissions office to make their recruiting programs more effective and responsive to the needs of prospective students.



**MISSION STATEMENT**  
THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

The University of North Carolina at Chapel Hill has been built by the people of the State and has existed for two centuries as the nation's first state university. Through its excellent undergraduate programs, it has provided higher education to ten generations of students, many of whom have become leaders of the State and nation. Since the nineteenth century, it has offered distinguished graduate and professional programs.

The University is a research university. Fundamental to this designation is a faculty actively involved in research, scholarship, and creative work, whose teaching is transformed by discovery and whose service is informed by current knowledge.

The mission of the University is to serve all the people of the State, and indeed the nation, as a center for scholarship and creative endeavor. The University exists to expand the body of knowledge; to teach students at all levels in an environment of research, free inquiry, and personal responsibility; to improve the condition of human life through service and publication; and to enrich our culture.

To fulfill this mission, the University must:

acquire, discover, preserve, synthesize, and transmit knowledge;

provide high quality undergraduate instruction to students within a community engaged in original inquiry and creative expression, while committed to intellectual freedom, to personal integrity and justice, and to those values that foster enlightened leadership for the State and nation;

provide graduate and professional programs of national distinction at the doctoral and other advanced levels to future generations of research scholars, educators, professionals, and informed citizens;

extend knowledge-based services and other resources of the University to the citizens of North Carolina and their institutions to enhance the quality of life for all people in the State; and

address, as appropriate, regional, national, and international needs.

This mission imposes special responsibilities upon the faculty, students, staff, administration, trustees, and other governance structures and constituencies of the University in their service and decision-making on behalf of the University.

"Passed by the Board of Trustees, June 10, 1986."