Foreword

The Western Carolina University Fact Book is issued annually to provide a source of information about the university. The electronic version of the Fact Book is available on the Internet at http://planning.wcu.edu/.

The 2005 Fact Book (Detailed Version) was compiled by the Office of University Planning. As with any complete statistical document, this information could not have been obtained without the assistance of the university community including the following offices: Office of the Provost/Academic Affairs, Admissions, Administration and Finance, Information Technology, Registrar, Research and Graduate Studies, and Student Affairs. The publication was also made possible through the professional work of the University Print Shop. Special thanks are also due to Brian Kirk for the donation of the cover photograph.

Upon review of this document, we welcome comments and suggestions, and may be contacted by phone at (828) 227-7239 or by e-mail at KHUSCUSSON@EMAIL.WCU.EDU.

The Office of University Planning

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Cover photograph:

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## Freshman Applicants, Acceptances & Enrollees

### Fall Term Resident Credit*

![Graph demonstrating the number of freshmen, applicants, accepted, and enrolled from 2001 to 2005.](chart_image)

### Table: Freshman Applicants, Acceptances & Enrollees

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### Notes

*Referred applicants or incomplete applications not included 1999-2000.

Source: OCR B1 Students in Institutions of Higher Education: Applications, Acceptances and Actual Enrollment

Factbook Table Reference: Applications, Acceptances and Enrollees (02)
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FALL TERM

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## NEW FRESHMEN ENROLLMENT BY COUNTY AND STATE

### FALL TERM

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**Total New Freshmen**  
1,180 1,224 1,495 1,578 1,557

*Includes freshmen with "unknown" county

Source: NCHED A-1.3: Home Base of Students

Ref: fbmas03.xls
North Carolina Region of Origin of New Freshmen

State Wide - Fall 2005

North Carolina Counties Producing Most New Freshmen

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*Includes freshmen with "unknown" county
Source: NCHED A-1.3: Home Base of Students
Factbook Table Reference: New Freshmen Enrollment (03)
### NORTH CAROLINA HIGH SCHOOL GRADUATES AND NEW FRESHMEN ENROLLING AT WCU FALL TERM

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<td>49</td>
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<td>67</td>
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<td>66</td>
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<tr>
<td>Iredell</td>
<td>1,068</td>
<td>22</td>
<td>1,214</td>
<td>41</td>
<td>1,085</td>
<td>29</td>
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<tr>
<td>Mecklenburg</td>
<td>5,087</td>
<td>81</td>
<td>5,267</td>
<td>111</td>
<td>5,586</td>
<td>153</td>
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<td>Wake*</td>
<td>5,411</td>
<td>78</td>
<td>6,092</td>
<td>113</td>
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<td>111</td>
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<tr>
<td>Sum of Remaining 23 Piedmont Counties</td>
<td>15,339</td>
<td>195</td>
<td>16,495</td>
<td>231</td>
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<td>REGION TOTAL</td>
<td>35,921</td>
<td>578</td>
<td>38,970</td>
<td>742</td>
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<tr>
<td><strong>D. Eastern Counties</strong></td>
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<td>Cumberland*</td>
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<td>13</td>
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<td>6</td>
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<td>1,249</td>
<td>9</td>
<td>1,332</td>
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<td>963</td>
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<td>1,103</td>
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<td>Sum of Remaining 37 Eastern Counties</td>
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<td>70</td>
<td>14,774</td>
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<td>REGION TOTAL</td>
<td>19,748</td>
<td>94</td>
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<td>1,080</td>
<td>69,427</td>
<td>1,371</td>
<td>71,120</td>
<td>1,453</td>
</tr>
</tbody>
</table>

*2005 projected figures were used for Total High School Graduates due to incomplete data at time of publication.

**New freshmen from county/region regardless of high school graduation year.

Source: NCHED A-1.3: Home Base of Students and Statistical Profile: North Carolina Public Schools
Ref: fbmas04.xls
### HIGH SCHOOL CLASS RANK
OF NEW FRESHMEN
FALL TERM

<table>
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<th>Class Rank</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
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<tr>
<td>Top Fifth</td>
<td>22</td>
<td>22</td>
<td>21</td>
<td>23</td>
<td>22</td>
</tr>
<tr>
<td>Second Fifth</td>
<td>27</td>
<td>27</td>
<td>30</td>
<td>28</td>
<td>26</td>
</tr>
<tr>
<td>Third Fifth</td>
<td>28</td>
<td>30</td>
<td>30</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>Fourth Fifth</td>
<td>21</td>
<td>19</td>
<td>18</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>Lowest Fifth</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Number Not Available</td>
<td>71</td>
<td>73</td>
<td>79</td>
<td>83</td>
<td>88</td>
</tr>
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</table>

Source: NCHED A-4: First-Time Freshmen Admissions
*Percentage of new freshmen who provided class rank information.
Ref: fbmas05.xls
## DISTRIBUTION OF SCHOLASTIC APTITUDE TEST (SAT) SCORES OF NEW FRESHMEN
### FALL 2005

<table>
<thead>
<tr>
<th>SCORE INTERVALS</th>
<th>PERCENTAGE OF REPORTED SCORES</th>
<th>VERBAL</th>
<th>MATH</th>
</tr>
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<td>In-State</td>
<td>Out-of-State</td>
<td>All</td>
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<td>0.4</td>
<td>0.0</td>
<td>0.3</td>
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<tr>
<td>700 - 749</td>
<td>0.9</td>
<td>0.0</td>
<td>0.8</td>
</tr>
<tr>
<td>650 - 699</td>
<td>3.8</td>
<td>2.9</td>
<td>3.7</td>
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<tr>
<td>600 - 649</td>
<td>7.9</td>
<td>9.5</td>
<td>8.0</td>
</tr>
<tr>
<td>550 - 599</td>
<td>14.9</td>
<td>17.1</td>
<td>15.1</td>
</tr>
<tr>
<td>500 - 549</td>
<td>23.4</td>
<td>29.5</td>
<td>23.8</td>
</tr>
<tr>
<td>450 - 499</td>
<td>30.0</td>
<td>21.9</td>
<td>29.5</td>
</tr>
<tr>
<td>400 - 449</td>
<td>15.7</td>
<td>16.2</td>
<td>15.8</td>
</tr>
<tr>
<td>350 - 399</td>
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<td>1.9</td>
<td>2.8</td>
</tr>
<tr>
<td>300 - 349</td>
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<td>1.0</td>
<td>0.2</td>
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<tr>
<td>250 - 299</td>
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<td>0.0</td>
</tr>
<tr>
<td>200 - 249</td>
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<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total Enrolled</td>
<td>1,442</td>
<td>115</td>
<td>1,557</td>
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<tr>
<td>Mean Score</td>
<td>509</td>
<td>511</td>
<td>509</td>
</tr>
</tbody>
</table>

Source: NCHED A-4: First-Time Freshmen Admissions, Fall 2004
Ref: fbmas06.xls
## SCHOLASTIC APTITUDE TEST (SAT) SCORES OF NEW FRESHMEN
### FALL TERM

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>750 - 800</td>
<td>0.51</td>
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<td>0.34</td>
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<tr>
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<td>0.80</td>
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<td>0.96</td>
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<td>17.08</td>
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<td>15.00</td>
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<td>28.02</td>
<td>30.03</td>
<td>25.19</td>
<td>25.88</td>
<td>29.15</td>
<td>26.00</td>
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<tr>
<td>400 - 449</td>
<td>19.29</td>
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<td>17.14</td>
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<td>16.76</td>
<td>15.21</td>
<td>11.74</td>
<td>11.85</td>
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<td>2.07</td>
<td>2.84</td>
<td>3.12</td>
<td>2.41</td>
<td>1.94</td>
<td>1.56</td>
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<tr>
<td>300 - 349</td>
<td>0.42</td>
<td>0.41</td>
<td>0.00</td>
<td>0.15</td>
<td>0.34</td>
<td>0.00</td>
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<td>0.14</td>
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<tr>
<td>250 - 299</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>200 - 249</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Not Available</td>
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<td>79</td>
<td>80</td>
<td>37</td>
<td>42</td>
<td>79</td>
<td>80</td>
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<tr>
<td>New Freshmen</td>
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<td>1,495</td>
<td>1,578</td>
<td>1,557</td>
<td>1,224</td>
<td>1,495</td>
<td>1,578</td>
<td>1,557</td>
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<td>510</td>
<td>509</td>
<td>510</td>
<td>514</td>
<td>517</td>
<td>518</td>
</tr>
</tbody>
</table>

Source: NCHED A-4: First-Time Freshmen Admissions
Ref: fbmas07.xls
Distribution of SAT Scores of New Freshmen

Fall 2005 - Verbal and Math Scores

Source: NCHED A-4: First-Time Freshmen Admissions
Factbook Table Reference: SAT Scores of New Freshmen (07)

Total SAT Scores

Source: Computer Report RBR320: Enrolled First-Time Freshmen
### High School GPA of New Freshmen

![Graph showing the percentage of new freshmen with different GPA ranges for the years 2003, 2004, and 2005.]

- **Mean GPA**
  - 2005: 3.29
  - 2004: 3.30
  - 2003: 3.25

*All scores are recentered.*

**Source:** FB_HSGPA.FEX
**Ref:** hsgpa.xls

### Mean SAT Scores* of New Freshmen

![Graph showing the mean SAT scores for the years 2001 to 2005.]

**Mean Score**
- **In-State**
- **Out-of-State**
- **All New Freshmen**

---

*All scores are recentered.*

**Source:** NCHED A-4: First-Time Freshman Admissions
**Factbook Table Reference:** SAT Scores of New Freshmen (07)
Geographic Origin of All New Freshmen

Fall 2005

Source: NCHED A-1.3: Home Base of Students
Factbook Table Reference: New Freshmen Enrollment (3)
Highest Educational Level of Parents of New Freshmen

Fall 2005

- 4-Yr. Degree: 25.2%
- Graduate-Level Study: 16.1%
- Some College: 32.0%
- High School or Less: 26.7%

Number of College Applications Made by New Freshmen

Fall 2005

- One: 27.9%
- Two: 24.6%
- Three: 25.8%
- Four: 13.5%
- Five or More: 8.1%
## SAT Scores of University of North Carolina New Freshmen
### Fall 2001 - Fall 2005

<table>
<thead>
<tr>
<th>Institution</th>
<th>Average Recentered Score</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
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<td>Fall 2002</td>
<td>Fall 2003</td>
<td>Fall 2004</td>
<td>Fall 2005</td>
</tr>
<tr>
<td>Appalachian</td>
<td>1101</td>
<td>1111</td>
<td>1115</td>
<td>1122</td>
<td>1131</td>
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<tr>
<td>East Carolina</td>
<td>1029</td>
<td>1036</td>
<td>1048</td>
<td>1044</td>
<td>1042</td>
</tr>
<tr>
<td>Elizabeth City</td>
<td>837</td>
<td>817</td>
<td>848</td>
<td>841</td>
<td>848</td>
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<tr>
<td>Fayetteville</td>
<td>845</td>
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<td>867</td>
<td>845</td>
<td>847</td>
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<td>899</td>
<td>889</td>
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<td>861</td>
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<td>1104</td>
<td>1126</td>
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<td><strong>Western Carolina</strong></td>
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<td><strong>1012</strong></td>
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<td><strong>1027</strong></td>
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<tr>
<td>Winston-Salem</td>
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<td>867</td>
<td>888</td>
<td>900</td>
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<td>UNC Average</td>
<td>1071</td>
<td>1072</td>
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<td>1079</td>
<td>1082</td>
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<td>NC Average (All Test Takers)</td>
<td>992</td>
<td>998</td>
<td>1001</td>
<td>1006</td>
<td>1010</td>
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<td>US Average (All Test Takers)</td>
<td>1020</td>
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<td>1026</td>
<td>1026</td>
<td>1028</td>
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Source: UNC-GA ProgAssess/Admiss.AT001.U/11-7-05; NC 2005 SAT Report
Ref: brmas01.xls
### IN-STATE NEW FRESHMEN ENROLLMENTS AT NORTH CAROLINA PUBLIC UNIVERSITIES

**FALL TERM**

<table>
<thead>
<tr>
<th>Institutions</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
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<td>2,516</td>
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<td>2,674</td>
<td>2,832</td>
<td>3,534</td>
<td>3,512</td>
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<td>374</td>
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<td>560</td>
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<td>670</td>
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<td>763</td>
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<td>660</td>
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<td>85</td>
<td>73</td>
<td>172</td>
<td>152</td>
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<td>UNC-Chapel Hill</td>
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<td>2,848</td>
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<td>3,589</td>
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<td>660</td>
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<td>760</td>
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<td>1,382</td>
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<tr>
<td><strong>Western Carolina</strong></td>
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<td><strong>1,006</strong></td>
<td><strong>1,080</strong></td>
<td><strong>1,495</strong></td>
<td><strong>1,578</strong></td>
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<tr>
<td>Winston-Salem State</td>
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<td>558</td>
<td>615</td>
<td>897</td>
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<td><strong>UNC TOTAL</strong></td>
<td><strong>21,186</strong></td>
<td><strong>22,116</strong></td>
<td><strong>22,549</strong></td>
<td><strong>28,332</strong></td>
<td><strong>29,094</strong></td>
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<td>NC High School Graduates</td>
<td>61,887</td>
<td>63,014</td>
<td>65,681</td>
<td>69,568</td>
<td>71,853</td>
</tr>
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</table>

Source: Statistical Abstract of Higher Education in North Carolina: 2004-05, Table 59
Statistical Profile: Public Schools of North Carolina (2004), Table 12
Ref: fbmas08.xls
Home County of North Carolina First-Time Freshmen
Fall 2005

North Carolina First-Time Freshmen
Immediate 11-County Area (390)

Appalachian Counties (29) 584
Piedmont Counties (30) 773
Eastern Counties (41) 85
Sub-Total 1,442

Out-of-State (In US) 114
Foreign Countries 1
Total Headcount 1,557

Source: NCHED A-1.3: Home Base of Students
Transfer Applicants, Acceptances & Enrollees

Fall Term Resident Credit*

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* Includes Distance Learning

Source: OCR B1 Students in Institutions of Higher Education: Applications, Acceptances and Actual Enrollment
Factbook Table Reference: Applications, Acceptances and Enrollees (02)
## INSTITUTIONAL ORIGIN OF NEW UNDERGRADUATE TRANSFER STUDENTS
### FALL TERM*

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## INSTITUTIONAL ORIGIN OF NEW UNDERGRADUATE TRANSFER STUDENTS
### FALL TERM*

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<thead>
<tr>
<th>INSTITUTION</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
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<td>398</td>
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</table>

### II. Out-of-State

#### A. Other States
- Alabama: 3 0 3 3 9
- Florida: 19 15 14 24 16
- Georgia: 11 15 12 11 16
- Kentucky: 1 2 0 1 2
- Maryland: 3 5 5 4 2
- New York: 7 4 4 8 5
- South Carolina: 18 8 8 17 17
- Tennessee: 6 10 8 12 10
- Virginia: 7 11 14 7 9
- Remaining States: 39 46 52 44 56

**Other States Total**

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<th>2005</th>
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#### B. Foreign Countries Total

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<td></td>
<td>111</td>
<td>46</td>
<td>80</td>
<td>78</td>
<td>123</td>
</tr>
</tbody>
</table>

**Out-of-State Total**

|                  | 225  | 162  | 200  | 209  | 265  |

**GRAND TOTAL**

|                  | 558  | 513  | 598  | 654  | 728  |

*Includes Distance Learning

Source: NCHED A-1.2: New Undergraduate Transfer Students
Ref: fbmas09.xls
Institutional Origin of New Undergraduate Transfer Students*

**Fall 2005**

- Community Colleges: 49.5%
- Public Senior Univ.: 8.2%
- Private Senior Univ.: 4.9%
- Private Jr. Colleges & Other: 1.0%
- Foreign: 16.9%
- Out-of-State: 19.5%

**Fall 2004**

- Community Colleges: 54.7%
- Public Senior Univ.: 8.3%
- Private Senior Univ.: 4.6%
- Private Jr. Colleges & Other: 0.1%
- Foreign: 11.9%
- Out-of-State: 20.0%

*Includes Resident Credit and Distance Learning
Source: NCHED A-1.2: New Undergraduate Transfer Students
Factbook Table Reference: Institutional Origin of New Undergraduate Transfer Students (09)
## Community Colleges Producing Most New Undergraduate Transfer Students

**Fall 2005**

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<td>Asheville-Buncombe</td>
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<td>Southwestern</td>
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<td>Haywood</td>
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<td>Tri-County</td>
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<td>Central Piedmont</td>
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<td>Western Piedmont</td>
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<td>Blue Ridge</td>
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<td>Isothermal</td>
<td>16</td>
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<tr>
<td>All Others (n=34)</td>
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<tr>
<td>Total Community College Students</td>
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Source: NCHED A-1.2: New Undergraduate Transfer Students  
Ref: fbmas70.xls

## Majors of New Undergraduate Transfer Students

**Fall 2005**

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<td>Criminal Justice</td>
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<td>Biology</td>
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<tr>
<td>Communication</td>
<td>15</td>
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<tr>
<td>Business Administration &amp; Law</td>
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<tr>
<td>Engineering Technology</td>
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<td>English</td>
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<td>All Other Declared Majors</td>
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<tr>
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Source: Office of University Planning (NEW_TRANS.FEX)  
*Does not include distance learning students.
## Institutional Origin of New Undergraduate Transfers to North Carolina Public Universities

**Fall 2004**

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<td>UNC-Greensboro</td>
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<td>UNC-Wilmington</td>
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Source: Statistical Abstract of Higher Education in North Carolina, 2004-05, Tables 30 & 31

Ref: fbmas10.xls
### UNDERGRADUATE TRANSFER STUDENTS TO NORTH CAROLINA PUBLIC UNIVERSITIES
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<td><strong>445</strong></td>
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<td>265</td>
<td>413</td>
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<td><strong>8,365</strong></td>
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Ref: fbmas11.xls
Graduate Applicants and Enrollees

**Fall Term**

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<tr>
<th>Year</th>
<th>Applied</th>
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<td>704</td>
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<tr>
<td>2005</td>
<td>856</td>
<td>470</td>
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</tbody>
</table>

*Includes non-degree seeking graduate students
Source: OCR B1 Students in Institutions of Higher Education: Applications, Acceptances & Actual Enrollment

**Geographic Origin of New Degree-Seeking Graduate Students**

**Fall Term†**

<table>
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<th>Region</th>
<th>2004</th>
<th>2005</th>
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<td>380</td>
<td>375</td>
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<tr>
<td>Out-of-State</td>
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<td>95</td>
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<tr>
<td>Total</td>
<td>495</td>
<td>470</td>
</tr>
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</table>

†Includes Distance Learning students
Source: OCR B1 Students in Institutions of Higher Education: Applications, Acceptances & Actual Enrollment
Ref: newgrad.xls
Legal Residence of New Students

Fall 2005*

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
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<td>52.2%</td>
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<tr>
<td>Out-of-State Freshmen</td>
<td>4.3%</td>
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<tr>
<td>NC Transfer</td>
<td>20.1%</td>
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<tr>
<td>Out-of-State Transfer</td>
<td>6.3%</td>
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<tr>
<td>NC Graduate</td>
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<tr>
<td>Out-of-State Graduate</td>
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</table>

<table>
<thead>
<tr>
<th>Category</th>
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<th>Female</th>
</tr>
</thead>
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<td>777</td>
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<tr>
<td>Graduate</td>
<td>195</td>
<td>275</td>
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</tbody>
</table>

Gender of New Degree-Seeking Students

Fall 2005*

*Includes Distance Learning

Source: OCR B1 Students in Institutions of Higher Education: Applications, Acceptances & Actual Enrollment Factbook Table Reference: Applications, Acceptances and Enrollees (01)
Enrollment and Student Demographics

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## ENROLLMENT HISTORY
### FALL TERM

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*Includes Distance Learning
Source: Computer Report RBR021: Enrollment and Full-Time Equivalency
Ref: fbmas12.xls

29
## TOTAL ENROLLMENT IN NORTH CAROLINA PUBLIC UNIVERSITIES
### FALL TERM*

<table>
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<tr>
<th>INSTITUTION</th>
<th>2001</th>
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<td>14,343</td>
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<td>20,577</td>
<td>21,756</td>
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<td>2,150</td>
<td>2,308</td>
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<td>5,308</td>
<td>5,329</td>
<td>5,441</td>
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<td>NC A &amp; T</td>
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<td>9,115</td>
<td>10,030</td>
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<td><strong>Western Carolina</strong></td>
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<td><strong>7,561</strong></td>
<td><strong>8,396</strong></td>
<td><strong>8,665</strong></td>
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<tr>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>169,792</strong></td>
<td><strong>176,967</strong></td>
<td><strong>183,347</strong></td>
<td><strong>189,615</strong></td>
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</tr>
</tbody>
</table>

* Includes Distance Learning

Source: UNC-GA ProgAssess/Enr.AT003.U/11-7-05

Ref: fbmas13.xls
## Graduate Enrollment in North Carolina Public Universities

### Fall Term

#### Resident Credit Headcount Enrollment

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<tr>
<th>INSTITUTION</th>
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<th>2001*</th>
<th>2002*</th>
<th>2003*</th>
<th>2004*</th>
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</thead>
<tbody>
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<td>Appalachian</td>
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<td>3,661</td>
<td>4,059</td>
<td>3,995</td>
<td>4,278</td>
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<tr>
<td>Elizabeth City</td>
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<td>17</td>
<td>26</td>
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<tr>
<td>Fayetteville</td>
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<td>980</td>
<td>970</td>
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<tr>
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<td>988</td>
<td>1,133</td>
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<tr>
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<td>1,390</td>
<td>1,829</td>
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</tr>
<tr>
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<td>519</td>
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<td>966</td>
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<tr>
<td><strong>Western Carolina</strong></td>
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<td>33,855</td>
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* First professional are excluded; 2000-2004 data includes distance learning.
** Includes only Academic Affairs

Source: Statistical Abstract of Higher Education in North Carolina, 2004-05, Tables 3, 5 & 15
Ref: fbmas14.xls

#### Full-Time Equivalent Enrollment

<table>
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<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
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<tr>
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<td>963</td>
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<td>11</td>
<td>17</td>
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<tr>
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* First professional are excluded; 2000-2004 data includes distance learning.

** Includes only Academic Affairs

Source: Statistical Abstract of Higher Education in North Carolina, 2004-05, Tables 3, 5 & 15
Ref: fbmas14.xls
### Total Enrollment

#### Fall Term*

![Bar chart showing enrollment trends from 2000 to 2005.]

*Total Headcount does not equal the sum of Distance Learning and Resident Credit Headcount because some students are enrolled in both resident credit and distance learning credit courses.*

Source: RBR021: Enrollment and Full-Time Equivalency (FTE=Total); SDF/SCFVerify

Factbook Table Reference: Spring, Fall and Annual Average Enrollment (15)

### Total Resident Credit Enrollment and Student Credit Hours

| SEMESTER | UNDERGRADUATE | | GRADUATE | | TOTAL | |
|----------|---------------|------------------|----------|------------------|------------------|
|          | Headcount     | SCH              | Headcount | SCH              | Headcount        | SCH              |
| Fall 2005 | 6,388         | 93,415           | 1,226     | 8,224            | 7,614            | 101,639          |
| Fall 2004 | 6,197         | 90,515           | 1,297     | 8,392            | 7,494            | 98,907           |
| Spring 2005 | 5,637       | 81,852           | 1,389     | 7,471            | 7,026            | 89,323           |
| Fall 2003 | 5,682         | 81,914           | 1,269     | 8,419            | 6,951            | 90,333           |
| Spring 2004 | 5,304       | 75,794           | 1,157     | 7,548            | 6,461            | 83,342           |
| Fall 2002 | 5,372         | 76,415           | 1,169     | 7,916            | 6,541            | 84,331           |
| Spring 2003 | 4,939       | 70,519           | 1,110     | 7,415            | 6,049            | 77,934           |
| Fall 2001 | 5,345         | 76,080           | 1,094     | 7,205            | 6,439            | 83,285           |
| Spring 2002 | 4,851       | 68,879           | 1,078     | 7,141            | 5,929            | 76,020           |
| Fall 2000 | 5,448         | 76,561           | 1,001     | 6,249            | 6,449            | 82,810           |
| Spring 2001 | 4,925       | 69,759           | 985       | 6,457            | 5,910            | 76,216           |

*Total Headcount does not equal the sum of Distance Learning and Resident Credit Headcount because some students are enrolled in both resident credit and distance learning credit courses.*
### Resident Credit Student Credit Hours

**Fall Term**

<table>
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Source: SDF.SCFVerify
Factbook Table Reference: Spring and Fall Headcount Enrollment and Student Credit Hours (15)

### Distance Learning Student Credit Hours

**Fall Term**

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Source: SCF.SCFVerify
Factbook Table Reference: Spring and Fall Headcount Enrollment and Student Credit Hours (15)
## DISTANCE LEARNING ENROLLMENT AND STUDENT CREDIT HOURS
### 1997 - 2005

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<th>TOTAL</th>
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Source: RBR021: Enrollment and Full-Time Equivalency (FTE=Total); SDF.SCFVerify
Ref: fbmas15.xls
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*See glossary for definitions
Source: RBR500, Semester Credit Hours by Level and CIP Cost Group
Ref: fbmas72.xls
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*See glossary for definitions

Source: RBR500, Semester Credit Hours By Level and CIP Cost Group
Ref: fbmas72.xls
## Distance Learning Student Credit Hours by Cost Category*
### 1999 - 2005

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<td>Spring 2001</td>
<td>186</td>
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<td>57</td>
<td>434</td>
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<tr>
<td>Annual Total</td>
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<td>423</td>
<td>57</td>
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<td>Fall 1999</td>
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<tr>
<td>Spring 2000</td>
<td>105</td>
<td>237</td>
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<td>410</td>
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<tr>
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<td>33</td>
<td>762</td>
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*See glossary for definitions
Source: RBR500, Semester Credit Hours by Level and CIP Cost Group
Ref: fbmas72.xls
## TOTAL ENROLLMENT BY LOAD, LEGAL RESIDENCE AND LEVEL*

<table>
<thead>
<tr>
<th>Headcount</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
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<tbody>
<tr>
<td>Undergraduate</td>
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<tr>
<td>Full-Time, In-State</td>
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<td>Part-Time, In-State</td>
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<td>679</td>
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<td>455</td>
<td>467</td>
<td>471</td>
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<td>Part-Time, Out-of-State</td>
<td>156</td>
<td>87</td>
<td>116</td>
<td>190</td>
<td>181</td>
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<td>657</td>
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<td>Full-Time, In-State</td>
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<td>184</td>
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<td></td>
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<td>7,791</td>
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<td>551</td>
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<td>7,561</td>
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<td>8,665</td>
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*Includes Distance Learning
Source: NCHED A-1.1: Resident and Extension Credit Enrollment
Ref: fbmas16a.xls
<table>
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<th>2004</th>
<th>2005</th>
<th>Fall Term</th>
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<td></td>
<td></td>
</tr>
<tr>
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<td>69,325</td>
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<td>82,887</td>
<td>85,782</td>
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<td>7,051</td>
<td>7,302</td>
<td>7,321</td>
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<td>81,834</td>
<td>90,189</td>
<td>93,103</td>
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<tr>
<td>Percent Out-of-State</td>
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<td>9</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td><strong>Graduate</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>6,597</td>
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<td>7,274</td>
<td>6,948</td>
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<td>1,319</td>
<td>1,156</td>
<td>1,361</td>
<td>1,474</td>
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<td>8,303</td>
<td>8,635</td>
<td>8,422</td>
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<td>17</td>
<td>14</td>
<td>16</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td><strong>Total SCH (Undergraduate and Graduate)</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-State</td>
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<td>75,922</td>
<td>81,930</td>
<td>90,161</td>
<td>92,730</td>
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<td>8,207</td>
<td>8,663</td>
<td>8,795</td>
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<tr>
<td>Percent Out-of-State</td>
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<td>10</td>
<td>9</td>
<td>9</td>
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<td></td>
</tr>
<tr>
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<td>98,824</td>
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Source: RBR021: Enrollment and Full-Time Equivalency (FTE= Funded)
Ref: fbmas16a.xls
## RESIDENT CREDIT ENROLLMENT BY LOAD, LEGAL RESIDENCE AND LEVEL

<table>
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<tr>
<th>Headcount</th>
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<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-Time, In-State</td>
<td>4,431</td>
<td>4,479</td>
<td>4,835</td>
<td>5,325</td>
<td>5,520</td>
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<tr>
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<td>417</td>
<td>377</td>
<td>388</td>
<td>374</td>
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<tr>
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<td>4,896</td>
<td>5,212</td>
<td>5,713</td>
<td>5,894</td>
</tr>
<tr>
<td>Full-Time, Out-of-State</td>
<td>439</td>
<td>462</td>
<td>455</td>
<td>467</td>
<td>474</td>
</tr>
<tr>
<td>Part-Time, Out-of-State</td>
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<td>15</td>
<td>15</td>
<td>17</td>
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<td>477</td>
<td>470</td>
<td>484</td>
<td>494</td>
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<tr>
<td><strong>Graduate</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-Time, In-State</td>
<td>293</td>
<td>332</td>
<td>338</td>
<td>347</td>
<td>353</td>
</tr>
<tr>
<td>Part-Time, In-State</td>
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<td>819</td>
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<td>1,166</td>
<td>1,094</td>
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<td>107</td>
<td>96</td>
<td>111</td>
<td>118</td>
</tr>
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<td>Part-Time, Out-of-State</td>
<td>12</td>
<td>14</td>
<td>8</td>
<td>20</td>
<td>14</td>
</tr>
<tr>
<td>Sub-Total</td>
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<td>121</td>
<td>104</td>
<td>131</td>
<td>132</td>
</tr>
<tr>
<td><strong>Total Headcount (Undergraduate and Graduate)</strong></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Full-Time, In-State</td>
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<td>5,672</td>
<td>5,873</td>
</tr>
<tr>
<td>Part-Time, In-State</td>
<td>1,156</td>
<td>1,133</td>
<td>1,204</td>
<td>1,207</td>
<td>1,115</td>
</tr>
<tr>
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<td>5,944</td>
<td>6,377</td>
<td>6,879</td>
<td>6,988</td>
</tr>
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<td>531</td>
<td>569</td>
<td>551</td>
<td>578</td>
<td>592</td>
</tr>
<tr>
<td>Part-Time, Out-of-State</td>
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<td>29</td>
<td>23</td>
<td>37</td>
<td>34</td>
</tr>
<tr>
<td>Sub-Total</td>
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<td>598</td>
<td>574</td>
<td>615</td>
<td>626</td>
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<td>6,439</td>
<td>6,542</td>
<td>6,951</td>
<td>7,494</td>
<td>7,614</td>
</tr>
</tbody>
</table>

## Semester Credit Hours (SCH)

| Undergraduate             |      |      |      |      |      |
| In-State                  | 69,263| 69,325| 74,783| 82,887| 85,782|
| Out-of-state              | 6,817 | 7,090 | 7,051 | 7,302 | 7,321|
| Sub-Total                 | 76,080| 76,415|81,834 | 90,189| 93,103|
| Percent Out-of-State      | 9    | 9    | 9    | 8    | 8    |

| Graduate                  |      |      |      |      |      |
| In-State                  | 6,063 | 6,597 | 7,147 | 7,274 | 6,948|
| Out-of-state              | 1,142 | 1,319 | 1,156 | 1,361 | 1,474|
| Sub-Total                 | 7,205 | 7,916 | 8,303 | 8,635 | 8,422|
| Percent Out-of-State      | 16   | 17   | 14   | 16   | 18   |

| Total SCH (Undergraduate and Graduate) |      |      |      |      |      |
| In-State                    | 75,326| 75,922| 81,930| 90,161| 92,730|
| Out-of-state                | 7,959 | 8,409 | 8,207 | 8,663 | 8,795|
| Percent Out-of-State        | 10   | 10   | 9    | 9    | 9    |

| University Total            | 83,285| 84,331| 90,137| 98,824| 101,525|

Source: RBR021: Enrollment and Full-Time Equivalency (FTE = Funded)
Ref: fbmas16.xls
### Undergraduate Headcount Enrollment*

<table>
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<tr>
<th>Year</th>
<th>Fall Headcount**</th>
<th>Resident Headcount</th>
<th>Distance Learning</th>
</tr>
</thead>
<tbody>
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<tr>
<td>2002</td>
<td>5,665</td>
<td>5,372</td>
<td>301</td>
</tr>
<tr>
<td>2003</td>
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<td>415</td>
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<td>2004</td>
<td>6,785</td>
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</tr>
<tr>
<td>2005</td>
<td>6,980</td>
<td>6,388</td>
<td>647</td>
</tr>
</tbody>
</table>

*Total Headcount does not equal the sum of Distance Learning and Resident Credit Headcount because some students are enrolled in both resident credit and distance learning credit courses.

**Includes Distance Learning

Source: RBR021: Enrollment and Full-Time Equivalency (FTE=Total)
Factbook Table Reference: Spring and Fall Headcount Enrollment and Student Credit Hours (15)

### Full- and Part-Time Undergraduate Enrollment

<table>
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<th>Year</th>
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<td>2003</td>
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<td>2004</td>
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<tr>
<td>2005</td>
<td>5,994</td>
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*Includes Distance Learning

Source: NCHED A-1.1: Resident and Extension Credit Enrollment
Factbook Table Reference: Fall Enrollment by Load, Legal Residence and Level (16)
### LOCATION OF RESIDENT CREDIT FTE ENROLLMENT

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<th>2001-02</th>
<th>2002-03</th>
<th>2003-04</th>
<th>2004-05</th>
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<tr>
<td><strong>Fall</strong></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>77</td>
<td>91</td>
<td>72</td>
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<tr>
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<td>563</td>
<td>909</td>
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<tr>
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<td>10</td>
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<td>749</td>
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<td>5,544</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>4,565</td>
<td>4,528</td>
<td>4,647</td>
<td>4,984</td>
<td>5,192</td>
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<tr>
<td>Graduate</td>
<td>387</td>
<td>416</td>
<td>447</td>
<td>450</td>
<td>614</td>
</tr>
<tr>
<td>Term Total</td>
<td>4,952</td>
<td>4,944</td>
<td>5,095</td>
<td>5,433</td>
<td>5,806</td>
</tr>
<tr>
<td><strong>TOTAL RESIDENT CREDIT</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate in-state</td>
<td>4,745</td>
<td>4,638</td>
<td>4,748</td>
<td>5,017</td>
<td>5,713</td>
</tr>
<tr>
<td>Undergraduate out-of-state</td>
<td>399</td>
<td>447</td>
<td>489</td>
<td>462</td>
<td>484</td>
</tr>
<tr>
<td>Graduate in-state</td>
<td>638</td>
<td>694</td>
<td>842</td>
<td>830</td>
<td>1,166</td>
</tr>
<tr>
<td>Graduate out-of-state</td>
<td>98</td>
<td>100</td>
<td>153</td>
<td>100</td>
<td>131</td>
</tr>
<tr>
<td>Unknown</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Term Total</td>
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<td>5,879</td>
<td>6,233</td>
<td>6,409</td>
<td>7,494</td>
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<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate in-state</td>
<td>4,300</td>
<td>4,192</td>
<td>4,227</td>
<td>4,624</td>
<td>5,196</td>
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<tr>
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<td>352</td>
<td>411</td>
<td>420</td>
<td>432</td>
<td>441</td>
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<tr>
<td>Graduate in-state</td>
<td>630</td>
<td>695</td>
<td>373</td>
<td>756</td>
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<tr>
<td>Graduate out-of-state</td>
<td>80</td>
<td>83</td>
<td>74</td>
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<tr>
<td>Term Total</td>
<td>5,362</td>
<td>5,381</td>
<td>5,095</td>
<td>5,907</td>
<td>7,026</td>
</tr>
</tbody>
</table>

Source: RBR021: Enrollment and Full-Time Equivalency (FTE = Total)
Ref: fbmas17.xls
Course Location of Undergraduate Resident Credit Enrollment

Fall Term

Source: RBR021: Enrollment and Full-Time Equivalency
Factbook Table Reference: Location of Resident Credit Enrollment (17)

Minority Undergraduate Enrollment

Source: RESCRDBYRACE.SAS
Factbook Table Reference: Resident Credit Headcount Enrollment by Race (20)
## ENROLLMENT BY LOCATION AND COURSE LOAD
### FALL 2005

<table>
<thead>
<tr>
<th>Location</th>
<th>Course Load*</th>
<th>1/4 time</th>
<th>1/2 time</th>
<th>3/4 time</th>
<th>Full-time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asheville</td>
<td>Undergraduate</td>
<td>49</td>
<td>13</td>
<td>1</td>
<td>57</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>Graduate</td>
<td>21</td>
<td>363</td>
<td>262</td>
<td>83</td>
<td>729</td>
</tr>
<tr>
<td>Cherokee</td>
<td>Undergraduate</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Graduate</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Cullowhee</td>
<td>Undergraduate</td>
<td>121</td>
<td>111</td>
<td>117</td>
<td>5,931</td>
<td>6,280</td>
</tr>
<tr>
<td></td>
<td>Graduate</td>
<td>48</td>
<td>216</td>
<td>104</td>
<td>305</td>
<td>673</td>
</tr>
<tr>
<td>Total Resident Credit¹</td>
<td>Undergraduate</td>
<td>158</td>
<td>121</td>
<td>115</td>
<td>5,994</td>
<td>6,388</td>
</tr>
<tr>
<td></td>
<td>Graduate</td>
<td>59</td>
<td>395</td>
<td>301</td>
<td>471</td>
<td>1,226</td>
</tr>
<tr>
<td>Distance Learning Credit</td>
<td>Undergraduate</td>
<td>370</td>
<td>248</td>
<td>26</td>
<td>3</td>
<td>647</td>
</tr>
<tr>
<td></td>
<td>Graduate</td>
<td>1</td>
<td>259</td>
<td>273</td>
<td>18</td>
<td>551</td>
</tr>
<tr>
<td>Total All Centers²</td>
<td>Undergraduate</td>
<td>469</td>
<td>365</td>
<td>131</td>
<td>6,015</td>
<td>6,980</td>
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<td>53</td>
<td>528</td>
<td>582</td>
<td>522</td>
<td>1,685</td>
</tr>
</tbody>
</table>

*See glossary for definition of course load.

¹Total Resident Credit does not equal the sum of locations because some students are enrolled in courses at more than one resident credit center.

²Total All Centers does not equal the sum of Distance Learning and Total Resident Credit because some students are enrolled in both resident credit and distance learning credit courses.

Source: RBR021: Enrollment and Full-time Equivalency (FTE = Total)
Ref: fbmas68.xls
<table>
<thead>
<tr>
<th></th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full-Time Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshmen</td>
<td>15.22</td>
<td>15.18</td>
<td>15.06</td>
<td>14.99</td>
</tr>
<tr>
<td>Sophomores</td>
<td>14.75</td>
<td>14.84</td>
<td>15.11</td>
<td>15.16</td>
</tr>
<tr>
<td>Juniors</td>
<td>15.07</td>
<td>15.02</td>
<td>15.09</td>
<td>15.14</td>
</tr>
<tr>
<td>Seniors</td>
<td>14.66</td>
<td>14.45</td>
<td>14.54</td>
<td>14.57</td>
</tr>
<tr>
<td>Special Undergraduates</td>
<td>13.00</td>
<td>16.00</td>
<td>13.63</td>
<td>14.07</td>
</tr>
<tr>
<td>All Full-Time Students</td>
<td>14.94</td>
<td>14.91</td>
<td>14.96</td>
<td>14.96</td>
</tr>
<tr>
<td><strong>Full- and Part-Time Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshmen</td>
<td>15.11</td>
<td>14.99</td>
<td>14.94</td>
<td>14.83</td>
</tr>
<tr>
<td>Sophomores</td>
<td>14.59</td>
<td>14.68</td>
<td>14.89</td>
<td>14.54</td>
</tr>
<tr>
<td>Juniors</td>
<td>14.35</td>
<td>14.48</td>
<td>14.55</td>
<td>14.54</td>
</tr>
<tr>
<td>Seniors</td>
<td>13.17</td>
<td>13.35</td>
<td>13.34</td>
<td>13.44</td>
</tr>
<tr>
<td>All Enrolled Students</td>
<td>14.33</td>
<td>14.41</td>
<td>14.46</td>
<td>14.46</td>
</tr>
</tbody>
</table>

Source: Office of University Planning (AVG_UG_LOAD.FEX)
Ref: fbmas73.xls
## CLASS LEVEL OF RESIDENT CREDIT STUDENTS
### FALL TERM

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Freshmen</strong></td>
<td>1,181</td>
<td>1,224</td>
<td>1,494</td>
<td>1,578</td>
<td>1,557</td>
</tr>
<tr>
<td><strong>Continuing Freshmen</strong></td>
<td>339</td>
<td>327</td>
<td>285</td>
<td>398</td>
<td>386</td>
</tr>
<tr>
<td><strong>Returning Freshmen</strong></td>
<td>24</td>
<td>21</td>
<td>21</td>
<td>19</td>
<td>28</td>
</tr>
<tr>
<td><strong>Transfer Freshmen</strong></td>
<td>101</td>
<td>82</td>
<td>89</td>
<td>96</td>
<td>133</td>
</tr>
<tr>
<td><strong>Total Freshmen</strong></td>
<td>1,645</td>
<td>1,654</td>
<td>1,889</td>
<td>2,091</td>
<td>2,104</td>
</tr>
<tr>
<td><strong>Continuing Sophomores</strong></td>
<td>988</td>
<td>1,006</td>
<td>1,003</td>
<td>1,142</td>
<td>1,226</td>
</tr>
<tr>
<td><strong>Returning Sophomores</strong></td>
<td>52</td>
<td>71</td>
<td>56</td>
<td>63</td>
<td>53</td>
</tr>
<tr>
<td><strong>Transfer Sophomores</strong></td>
<td>124</td>
<td>140</td>
<td>148</td>
<td>148</td>
<td>148</td>
</tr>
<tr>
<td><strong>Total Sophomores</strong></td>
<td>1,164</td>
<td>1,217</td>
<td>1,207</td>
<td>1,353</td>
<td>1,427</td>
</tr>
<tr>
<td><strong>Continuing Juniors</strong></td>
<td>871</td>
<td>847</td>
<td>923</td>
<td>1,001</td>
<td>1,093</td>
</tr>
<tr>
<td><strong>Returning Juniors</strong></td>
<td>61</td>
<td>69</td>
<td>57</td>
<td>52</td>
<td>33</td>
</tr>
<tr>
<td><strong>Transfer Juniors</strong></td>
<td>119</td>
<td>126</td>
<td>135</td>
<td>158</td>
<td>149</td>
</tr>
<tr>
<td><strong>Total Juniors</strong></td>
<td>1,051</td>
<td>1,042</td>
<td>1,115</td>
<td>1,211</td>
<td>1,275</td>
</tr>
<tr>
<td><strong>Continuing Seniors</strong></td>
<td>1,269</td>
<td>1,267</td>
<td>1,272</td>
<td>1,330</td>
<td>1,387</td>
</tr>
<tr>
<td><strong>Returning Seniors</strong></td>
<td>64</td>
<td>82</td>
<td>69</td>
<td>69</td>
<td>67</td>
</tr>
<tr>
<td><strong>Transfer Seniors</strong></td>
<td>44</td>
<td>36</td>
<td>52</td>
<td>66</td>
<td>58</td>
</tr>
<tr>
<td><strong>Total Seniors</strong></td>
<td>1,377</td>
<td>1,385</td>
<td>1,393</td>
<td>1,465</td>
<td>1,512</td>
</tr>
</tbody>
</table>

**Total Degree-Seeking Undergraduates**

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Freshmen</strong></td>
<td>1,181</td>
<td>1,224</td>
<td>1,494</td>
<td>1,578</td>
<td>1,557</td>
</tr>
<tr>
<td><strong>Continuing Students</strong></td>
<td>3,467</td>
<td>3,447</td>
<td>3,483</td>
<td>3,871</td>
<td>4,092</td>
</tr>
<tr>
<td><strong>Returning Students</strong></td>
<td>201</td>
<td>243</td>
<td>203</td>
<td>203</td>
<td>181</td>
</tr>
<tr>
<td><strong>Transfer Students</strong></td>
<td>388</td>
<td>384</td>
<td>424</td>
<td>468</td>
<td>488</td>
</tr>
<tr>
<td><strong>Unclassified</strong></td>
<td>108</td>
<td>75</td>
<td>78</td>
<td>77</td>
<td>70</td>
</tr>
<tr>
<td><strong>Total Undergraduates</strong></td>
<td>5,345</td>
<td>5,373</td>
<td>5,682</td>
<td>6,197</td>
<td>6,388</td>
</tr>
</tbody>
</table>

**Graduate**

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Masters Level</strong></td>
<td>877</td>
<td>950</td>
<td>1,018</td>
<td>1,100</td>
<td>1,001</td>
</tr>
<tr>
<td><strong>Special/Unclassified</strong></td>
<td>174</td>
<td>172</td>
<td>190</td>
<td>124</td>
<td>141</td>
</tr>
<tr>
<td><strong>Doctors Level</strong></td>
<td>43</td>
<td>47</td>
<td>61</td>
<td>73</td>
<td>84</td>
</tr>
<tr>
<td><strong>Total Graduate Headcount</strong></td>
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<td>1,169</td>
<td>1,269</td>
<td>1,297</td>
<td>1,226</td>
</tr>
<tr>
<td><strong>Total Enrollment</strong></td>
<td>6,439</td>
<td>6,542</td>
<td>6,951</td>
<td>7,494</td>
<td>7,614</td>
</tr>
</tbody>
</table>

* Includes New, Continuing, Returning and Transfers

Source: RBR021: Enrollment and Full-Time Equivalency (FTE = Funded)
Ref: fbmas18.xls
The University Honors College
Fall Term

<table>
<thead>
<tr>
<th>Enrollment:</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen Honors Students</td>
<td>127</td>
<td>136</td>
<td>174</td>
<td>178</td>
<td>164</td>
</tr>
<tr>
<td>All Honors Students</td>
<td>677</td>
<td>713</td>
<td>831</td>
<td>946</td>
<td>1,099</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average GPA:</th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen Honors Students</td>
<td>4.06</td>
<td>4.05</td>
<td>4.04</td>
<td>4.13</td>
<td>4.10</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Average SAT Score:</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen Honors Students</td>
<td>1237</td>
<td>1239</td>
<td>1235</td>
<td>1227</td>
<td>1252</td>
</tr>
</tbody>
</table>

Source: University Planning - FB_Honors.FEX
Ref: fbmas69.xls

Class Level of Undergraduate Students
Fall Term

<table>
<thead>
<tr>
<th>Percent of Undergraduate Headcount*</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>31</td>
<td>34</td>
<td>34</td>
<td>33</td>
</tr>
<tr>
<td>Sophomores</td>
<td>23</td>
<td>22</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>Juniors</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Seniors</td>
<td>26</td>
<td>25</td>
<td>24</td>
<td>24</td>
</tr>
</tbody>
</table>

*Unclassified students not included.
Source: RBR021: Enrollment and Full-Time Equivalency
Factbook Table Reference: Class Level of Students (18)
Age Distribution of Undergraduate Students

Fall 2005

Source: FB_UGAGE.FEX
Ref: ugage.xls

Age Distribution of Undergraduate Distance Learning Students

Fall 2005

Source: exten_age.sas
Ref: ugage.xls
Age Distribution of Graduate Distance Learning Students

Fall 2005

- 25-30 years: 19.6%
- 31-35 years: 18.7%
- 36-40 years: 15.7%
- Over 40 years: 35.5%

Gender of Graduate Distance Learning Students

Fall 2005

- Male: 41%
- Female: 59%

Source: exten_age.sas
Ref: ugage.xls

Source: gradextcipracesex.sas
Ref: ugage.xls
<table>
<thead>
<tr>
<th>LOAD AND CLASS</th>
<th>NON-RESIDENT ALIEN</th>
<th>AFRICAN-AMERICAN</th>
<th>NATIVE AMERICAN</th>
<th>ASIAN</th>
<th>HISPANIC</th>
<th>WHITE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Full-Time New Freshmen</td>
<td>15</td>
<td>18</td>
<td>60</td>
<td>34</td>
<td>11</td>
<td>11</td>
<td>15</td>
</tr>
<tr>
<td>Full-Time Other Undergraduates</td>
<td>62</td>
<td>54</td>
<td>151</td>
<td>83</td>
<td>35</td>
<td>36</td>
<td>19</td>
</tr>
<tr>
<td>Part-Time Undergraduates</td>
<td>26</td>
<td>142</td>
<td>13</td>
<td>24</td>
<td>8</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td>Unclassified**</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Graduates</td>
<td>65</td>
<td>79</td>
<td>29</td>
<td>39</td>
<td>10</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>TOTALS</td>
<td>168</td>
<td>293</td>
<td>253</td>
<td>180</td>
<td>64</td>
<td>76</td>
<td>40</td>
</tr>
<tr>
<td>GRAND TOTAL</td>
<td>461</td>
<td>433</td>
<td>140</td>
<td>74</td>
<td>98</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Includes Distance Learning; Totals include students not reporting race.

**Undergraduate and Post-Baccalaureate

Source: IPEDS Fall Enrollment: Part A, 2005

Ref: fbmas19.xls
## RACE, CLASS, LOAD AND GENDER OF DISTANCE LEARNING STUDENTS
### FALL 2005*

<table>
<thead>
<tr>
<th>LOAD AND CLASS</th>
<th>NON-RESIDENT ALIEN</th>
<th>AFRICAN-AMERICAN</th>
<th>NATIVE AMERICAN</th>
<th>ASIAN</th>
<th>HISPANIC</th>
<th>WHITE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
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Ref: fbmas19.xls
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* Undergraduate and Post-Baccalaureate; Totals include students not reporting race.
** Includes Foreign Students
Source: RESCRDBYRACE.SAS
Ref: fbmas20.xls
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Source: North Carolina Higher Education Data Survey A-2: Student Housing
Ref: fbmas29.xls
**Student Housing**

**Fall 2005 - Percent of Headcount**

![Pie chart showing distribution of student housing]

- **Commuter**: 57.9%
- **Men's Residence Halls**: 19.7%
- **Women's Residence Halls**: 20.2%
- **Fraternities & Sororities**: 1.8%
- **Married Housing**: 0.5%

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**Source:** NCHED A-2: Student Housing

Factbook Table Reference: Student Housing (29)

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**STUDENT HOUSING CAPACITY**

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Source: Housing Department

Ref: fbmas29.xls
## Origin of Students by State
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</table>

*Includes Distance Learning

Source: NCHED A-1.3: Home Base of Students

Ref: fbmas21.xls
## NORTH CAROLINA COUNTY OF ORIGIN OF STUDENTS BY LEVEL*
### FALL 2005 TOTAL HEADCOUNT

<table>
<thead>
<tr>
<th>REGION AND HOME COUNTY</th>
<th>UNDERGRADUATE</th>
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<td>126</td>
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<tr>
<td>Madison</td>
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<td>26</td>
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<tr>
<td>Swain</td>
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<tr>
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**Percent of NC Students**

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**Percent of NC Students**

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<td>8</td>
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<td>109</td>
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<td>4</td>
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<td>Guilford</td>
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<td>91</td>
<td>11</td>
<td>9</td>
<td>221</td>
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<tr>
<td>Iredell</td>
<td>57</td>
<td>65</td>
<td>2</td>
<td>2</td>
<td>126</td>
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<td>1</td>
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**Percent of NC Students**

<table>
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<td>2</td>
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**Percent of NC Students**

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<td>932</td>
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</table>

**Percent of University Total**

*Includes Distance Learning

Source: NCHED A-1.3: Home Base of Students
Ref: fbmas22.xls
Home County of North Carolina Students
Fall 2005

North Carolina
Immediate 11-County Area (3,417)

Appalachian Counties (29) 4,381
Piedmont Counties (30) 2,973
Eastern Counties (41) 437
Sub-Total 7,791

Out-of-State (In US) 592
Foreign Countries 282
Total Headcount 8,665

Source: NCHED A-1.3: Home Base of Students
### NORTH CAROLINA COUNTY OF ORIGIN OF STUDENTS
### FALL TERM

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<tr>
<th>HOME COUNTY</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
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<tr>
<td>Buncombe</td>
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<td>779</td>
<td>865</td>
<td>965</td>
<td>1009</td>
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<td>185</td>
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<td>63</td>
<td>80</td>
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<td>102</td>
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<tr>
<td>Graham</td>
<td>63</td>
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<td>54</td>
<td>57</td>
<td>61</td>
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<tr>
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<td>431</td>
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<td>450</td>
<td>514</td>
<td>510</td>
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<td>340</td>
<td>378</td>
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<tr>
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<td>491</td>
<td>501</td>
<td>550</td>
<td>587</td>
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<td>304</td>
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<td>Madison</td>
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<td>50</td>
<td>58</td>
<td>60</td>
</tr>
<tr>
<td>Swain</td>
<td>128</td>
<td>142</td>
<td>132</td>
<td>141</td>
<td>140</td>
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<tr>
<td>Transylvania</td>
<td>102</td>
<td>100</td>
<td>120</td>
<td>124</td>
<td>129</td>
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<tr>
<td><strong>TOTAL</strong></td>
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<td>2,928</td>
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<td>46</td>
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<td>137</td>
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<tr>
<td>Caldwell</td>
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<td>65</td>
<td>69</td>
<td>83</td>
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<tr>
<td>McDowell</td>
<td>141</td>
<td>115</td>
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<td>128</td>
<td>146</td>
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<tr>
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<td>123</td>
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<td>Cleveland</td>
<td>97</td>
<td>101</td>
<td>99</td>
<td>123</td>
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<td>Forsyth</td>
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<td>173</td>
<td>203</td>
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<td>Gaston</td>
<td>150</td>
<td>172</td>
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<td>Guilford</td>
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<td>214</td>
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<td>126</td>
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*Includes Distance Learning
**Includes freshmen with "unknown" county
Source: NCHED A-1.3: Home Base of Students
Ref: fbmas23.xls
## Junior-Senior Enrollment by Undergraduate Major Including Second Majors

### Fall Term Resident Credit Enrollment

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<th>2005</th>
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<td>145</td>
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<td>Health Sciences</td>
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Source: Enrollment by CIP like 118 JrSr Only.sas
Ref: fbmas26.xls
Class Scheduling Distribution

Fall 2005 Monday & Friday Undergraduate Lecture Classes

Number of Class Meetings

- 8 a.m. Monday: 38
- 9 a.m. Monday: 33
- 10 a.m. Monday: 90
- 11 a.m. Monday: 93
- 12 p.m. Monday: 82
- 1 p.m. Monday: 58
- 2 p.m. Monday: 49
- 3 p.m. Monday: 56
- 4 p.m. Monday: 52
- 8 a.m. Friday: 33
- 9 a.m. Friday: 77
- 10 a.m. Friday: 80
- 11 a.m. Friday: 64
- 12 p.m. Friday: 58
- 1 p.m. Friday: 49
- 2 p.m. Friday: 56
- 3 p.m. Friday: 52
- 4 p.m. Friday: 0

Source: Office of University Planning (SCHEDULE.FEX)
Ref: sched.xls
Class Size of Undergraduate Lecture Courses

Fall 2005

- Lower Level: Mean 24, Median 23; Upper Level: Mean 19, Median 20; Liberal Studies: Mean 24, Median 25

Source: Office of University Planning (CLASSES.FEX)
Ref: size.xls

Course Load of Undergraduate Resident Credit Students

Fall 2005

- Average Load of Full-time Undergraduates: 14.96

Source: RBR060_W: Enrollment by Credit Hours & Class - All Resident Credit
Ref: loadug.xls
## ENROLLMENT BY GRADUATE PROGRAM
### FALL TERM

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* Inactive
** Discontinued
† Reflects changes to education graduate degree offerings as adjusted by addition of the Comprehensive Education degree offerings during 2001.

Source: Enrollment by CIP like 118 Grad.sas
Ref: fbmas28.xls
**Graduate Headcount Enrollment**

![Graph showing Graduate Headcount Enrollment from 2001 to 2005.](image)

*Total Headcount does not equal the sum of Distance Learning and Resident Credit Headcount because some students are enrolled in both resident credit and distance learning credit courses.

Source: RBR021: Enrollment and Full-Time Equivalency

Factbook Table Reference: Spring and Fall Headcount Enrollment and Student Credit Hours (15)

**Full- and Part-Time Graduate Resident Credit Enrollment**

![Graph showing Full- and Part-Time Graduate Resident Credit Enrollment from 2001 to 2005.](image)

Source: RBR021: Enrollment and Full-Time Equivalency

Factbook Table Reference: Fall Enrollment by Load, Legal Residence and Level (16)
Course Location of Graduate Resident Credit Enrollment

Fall Term SCH

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Source: RBR021: Enrollment and Full-Time Equivalency
Factbook Table Reference: Location of Resident Credit Enrollment (17)

Minority Graduate Enrollment

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Source: RESCRDBYRACE.SAS
Factbook Table Reference: Resident Credit Headcount Enrollment by Race (20)
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Source: Enrollment by CIP like 118  DL ONLY JrSr.sas
Ref: fbmas26.xls

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Source: Enrollment by CIP like 118  DL ONLY Grad.sas

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## STUDENT CREDIT HOURS BY COURSE PREFIX*
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*Excludes Distance Learning
Source: FB.DEPTSCH.FEX
Ref: fbmas67.xls
# RESIDENT CREDIT SUMMER SCHOOL ENROLLMENT

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Source: RBR021: Enrollment and Full-Time Equivalency: FTE = Total
Ref: fbmas30.xls
Summer School Enrollment

Headcount

Student Credit Hours

Source: Computer Printed RBR021: Enrollment and Full-Time Equivalency
Factbook Table Reference: Resident Credit Summer School Enrollments (30)
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### Post-Baccalaureate Summer School Student Credit Hour Enrollment

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Source: Statistical Abstract of Higher Education in North Carolina, 2004-05, Table 17
Ref: fbmas31.xls
Graduation Statistics

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Undergraduate Degrees by College*

*Second majors included.

Source: GA Completions (C1) - Awards/Degrees Conferred July 1, 2002 - June 30, 2003
Factbook Table Reference: College Undergraduate Degrees & Graduate Degrees (33-37)
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*Program discontinued
†Departmental major includes second majors; total for university does not include second majors.

Source: GA Completions (C1) - Awards/Degrees Conferred July 1, 2003 - June 30, 2004
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## ARTS & SCIENCES UNDERGRADUATE DEGREES
### 2000-01 to 2004-05†

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*Program discontinued

†Departmental major includes second majors; total for university does not include second majors.

Source: GA Completions (C1) - Awards/Degrees Conferred July 1, 2003 - June 30, 2004

Ref: fbmas34.xls
## BUSINESS UNDERGRADUATE DEGREES
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<th>Aug-May 03-04</th>
<th>Aug-May 04-05</th>
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*Program discontinued

†Departmental major includes second majors; total for university does not include second majors.

Source: GA Completions (C1) - Awards/Degrees Conferred July 1, 2002 - June 30, 2003
Ref: fbmas35.xls
## EDUCATION & ALLIED PROFESSIONS UNDERGRADUATE DEGREES
### 2000-01 to 2004-05†

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<th>Aug-May 03-04</th>
<th>Aug-May 04-05</th>
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†Departmental major includes second majors; total for university does not include second majors.

Source: GA Completions (C1) - Awards/Degrees Conferred July 1, 2002 - June 30, 2003

Ref: fbmas36.xls
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**GRADUATE SCHOOL TOTAL**

|                  | 333 | 335 | 390 | 399 | 470 |

* Program discontinued

Source: GA Completions (C1) - Awards/Degrees Conferred July 1, 2003 - June 30, 2004
Ref: fbmas37.xls
Undergraduate Degrees with Honors

![Bar chart showing the percent of total baccalaureate degrees awarded with honors for different years and genders.]

Source: Registrar's Office
Ref: brmas02.xls

Gender of Graduates

![Column chart showing the number of graduates by gender and program for 2004-05.]

Source: UNC-GA Planning/IPEDS.GR001/14JUL05 Report
Factbook Table Reference: Bachelor Degrees Awarded by Race, Gender and Major Field (39)
# Degrees Awarded by Type

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Source: GA Completions (C1) - Awards/Degrees Conferred July 1, 2003 - June 30, 2004
Ref: fbmas38.xls
### BACHELOR DEGREES AWARDED BY RACE, GENDER AND MAJOR FIELD
### JULY 1, 2003 - JUNE 30, 2004

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**TOTAL** | | | | | 1,025 | 57 | 23 | 95 | 544 | 656 | 1,200

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**TOTAL** | | | | | 42 | 1 | 0 | 2 | 28 | 17 | 45

Source: GA Completions (C1) - Awards/Degrees Conferred July 1, 2003 - June 30, 2004
Ref: fbmas39.xls
Employees

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**TOTALS**  
1,030  1,032  1,051  1,179  1,265

* Employees whose specific assignment is customarily made for the purpose of teaching and/or research, as based on Occupational Activities Categories, not budgeted FTE. See glossary.

Source: University Planning
Ref: fbmas42.xls (Persfb.fex)
Full-Time Employees

See glossary for definition of job titles.
*Employees whose specific assignment is customarily made for the purpose of teaching and/or research, as based on Occupational Activities Categories, not budgeted FTE.
Source: University Planning
Factbook Table Reference: Full-Time Employees (42)

Rank & Gender of Full-Time Faculty

Fall 2005

Source: University Planning
Factbook Table Reference: Faculty by Rank, Gender and Highest Earned Degree (45)
## RACE AND GENDER OF FULL-TIME EMPLOYEES
### FALL 2005

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*Employees whose specific assignment is customarily made for the purpose of teaching and/or research, as based on Occupational Activities Categories, not budgeted FTE.

Source: University Planning

Ref: fbmas43.xls (Persfb.fex)
## EPA AND SPA EMPLOYEES BY GENDER AND STATUS
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1 EPA = Exempt from the State Personnel Act
2 SPA = Subject to the State Personnel Act
3 Employees whose specific assignment is customarily made for the purpose of teaching and/or research, as based on Occupational Activities Categories, not budgeted FTE.

Source: University Planning
Ref: fbmas44.xls (Persfb.fex)
### FACULTY BY RANK, GENDER AND HIGHEST EARNED DEGREE
#### FALL TERM

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Source: University Planning
Ref: fbmas45.xls (Persfb.fex)
### HIGHEST EARNED DEGREE OF FULL-TIME FACULTY BY COLLEGE
#### FALL TERM

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Source: University Planning
Ref: fbmas46.xls (Persfb.fex)
Tenure Status of Full-Time Faculty

Fall Term

Source: University Planning
Factbook Table Reference: Rank, Gender and Tenure Status of Full-Time Faculty (49)

Terminal Degree Status of Full-Time Faculty

Fall 2005

Source: University Planning
Factbook Table Reference: Highest Earned Degree of Faculty by College (46)
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* Instructional faculty are persons whose specific assignment is customarily made for the purpose of teaching and/or research, as based on Occupational Activities Categories, not budgeted FTE. Teaching FTEs are available at www.wcu.edu/stratplan/FacLoad/FacLdRpts.htm.

** Management & International Business includes Hospitality & Tourism Management.
Source: University Planning
Ref: fbmas47.xls (Persfb.fex)
## TENURE STATUS OF FULL-TIME FACULTY

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## FACULTY RANK OF TENURE AND TENURE TRACK FACULTY

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Source: University Planning
Ref: fbmas48.xls (Persfb.fex)
## Eligible Faculty Retirements*

**Full-Time Tenured and Tenure-Track**

### ELIGIBLE RETIREMENTS BY COLLEGE*

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**"Potential" retirement is the earliest normal retirement year for each faculty member determined by one of three tests:  
1. Year when reaching age 65.  
2. Year that 30 years of service at WCU will be completed.  
3. Year that the sum of age and years of service at WCU equal 85.  
**Percentages are calculated based on the number of tenured and tenure-track faculty only.  
Source: Office of University Planning  
Ref: fbmas50.xls (Persfb.fex)
## FULL-TIME FACULTY PARTICIPATING IN PHASED RETIREMENT PROGRAM

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Source: Office of Academic Affairs  
Ref: fbmas71.xls
## College, Department, Highest Earned Degree, and Gender of Full-Time Faculty

**Fall 2005**

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Source: University Planning
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<td>-</td>
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<tr>
<td>Office of the Provost</td>
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<td>-</td>
</tr>
<tr>
<td>Research &amp; Graduate Studies</td>
<td>1</td>
<td>-</td>
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<tr>
<td>University Center</td>
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<tr>
<td>Other Totals</td>
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<td></td>
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<tr>
<td>UNIVERSITY TOTALS</td>
<td>57</td>
<td>22</td>
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</tbody>
</table>

Source: University Planning
Ref: fbmas52.xls (Persfb.fex)
Age & Years of Service of Full-Time Tenured & Tenure-Track Faculty
Fall 2005

Age of Faculty

Years of Service at WCU

Source: Office of University Planning
Ref: fbmas50.xls (Persfb.fex)
Financial Data

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## REVENUES AND EXPENDITURES
(Rounded to Nearest Thousand)
2000-01 to 2004-05

### REVENUES BY SOURCE

<table>
<thead>
<tr>
<th></th>
<th>2000-01</th>
<th>2001-02†</th>
<th>2002-03†</th>
<th>2003-04†</th>
<th>2004-05†</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees</td>
<td>$11,815</td>
<td>$17,392</td>
<td>$19,794</td>
<td>$22,402</td>
<td>$26,662</td>
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<tr>
<td>State Appropriations</td>
<td>52,424</td>
<td>47,668</td>
<td>51,699</td>
<td>53,144</td>
<td>59,294</td>
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<tr>
<td>Federal Grants &amp; Contracts</td>
<td>6,009</td>
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<td>-</td>
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<tr>
<td>State Grants &amp; Contracts</td>
<td>2,235</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Private Gifts, Grants, &amp; Contracts</td>
<td>3,648</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Grants &amp; Contracts - Operating</td>
<td>-</td>
<td>10,517</td>
<td>7,088</td>
<td>11,889</td>
<td>11,116</td>
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<tr>
<td>Independent Operations</td>
<td>-</td>
<td>1,658</td>
<td>1,742</td>
<td>1,778</td>
<td>1,882</td>
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<tr>
<td>Grants - Nonoperating</td>
<td>-</td>
<td>291</td>
<td>4,240</td>
<td>4,783</td>
<td>4,924</td>
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<tr>
<td>Gifts</td>
<td>-</td>
<td>1,422</td>
<td>1,448</td>
<td>2,500</td>
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<tr>
<td>Investment Income</td>
<td>-</td>
<td>1,454</td>
<td>3,058</td>
<td>4,857</td>
<td>3,423</td>
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<td>Endowment Funds</td>
<td>635</td>
<td>401</td>
<td>203</td>
<td>290</td>
<td>207</td>
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<td>Capital Grants &amp; Gifts</td>
<td>-</td>
<td>7,855</td>
<td>19,318</td>
<td>30,182</td>
<td>20,433</td>
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<tr>
<td>Sales &amp; Services of</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Auxiliary Enterprises</td>
<td>20,110</td>
<td>13,225</td>
<td>13,766</td>
<td>15,365</td>
<td>18,043</td>
</tr>
<tr>
<td>Other</td>
<td>7,402</td>
<td>636</td>
<td>1,791</td>
<td>6,721</td>
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<tr>
<td><strong>Total Current Funds Revenue</strong></td>
<td>$104,278</td>
<td>$102,519</td>
<td>$124,147</td>
<td>$153,911</td>
<td>$153,308</td>
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</table>

### CURRENT FUNDS EXPENDITURES
(Unrestricted and Restricted Totals)

<table>
<thead>
<tr>
<th></th>
<th>2000-01</th>
<th>2001-02†</th>
<th>2002-03†</th>
<th>2003-04†</th>
<th>2004-05†</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education &amp; General</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td>$32,704</td>
<td>$32,523</td>
<td>$35,077</td>
<td>$37,755</td>
<td>$43,202</td>
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<tr>
<td>Research</td>
<td>1,442</td>
<td>1,130</td>
<td>1,131</td>
<td>3,484</td>
<td>2,104</td>
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<tr>
<td>Public Service</td>
<td>9,485</td>
<td>9,299</td>
<td>8,950</td>
<td>9,629</td>
<td>10,560</td>
</tr>
<tr>
<td>Academic Support*</td>
<td>6,914</td>
<td>6,949</td>
<td>6,991</td>
<td>7,275</td>
<td>7,783</td>
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<tr>
<td>Student Services</td>
<td>3,204</td>
<td>3,295</td>
<td>4,030</td>
<td>3,853</td>
<td>4,297</td>
</tr>
<tr>
<td>Institutional Support</td>
<td>10,385</td>
<td>9,888</td>
<td>10,333</td>
<td>11,720</td>
<td>12,798</td>
</tr>
<tr>
<td>Operation &amp; Maintenance of Plant</td>
<td>8,447</td>
<td>9,168</td>
<td>9,288</td>
<td>12,659</td>
<td>11,782</td>
</tr>
<tr>
<td>Scholarships &amp; Fellowships</td>
<td>7,491</td>
<td>3,058</td>
<td>3,848</td>
<td>4,213</td>
<td>4,815</td>
</tr>
<tr>
<td>Mandatory Transfers</td>
<td>38</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Non-Mandatory Transfers</td>
<td>1,194</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>E. &amp; G. Totals</strong></td>
<td>$81,304</td>
<td>$75,310</td>
<td>$79,648</td>
<td>$90,588</td>
<td>$97,341</td>
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<tr>
<td><strong>Auxiliary Enterprises</strong></td>
<td>$18,646</td>
<td>$17,252</td>
<td>$18,325</td>
<td>$20,941</td>
<td>$23,927</td>
</tr>
<tr>
<td><strong>Depreciation</strong></td>
<td>-</td>
<td>$3,097</td>
<td>$2,944</td>
<td>$3,397</td>
<td>$3,827</td>
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<tr>
<td><strong>Interest</strong></td>
<td>-</td>
<td>$618</td>
<td>$957</td>
<td>$1,417</td>
<td>$1,432</td>
</tr>
<tr>
<td><strong>Other Nonoperating Expenses</strong></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>$411</td>
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<tr>
<td><strong>Independent Operations</strong></td>
<td>$1,925</td>
<td>$1,392</td>
<td>$1,580</td>
<td>$1,633</td>
<td>$1,773</td>
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<tr>
<td><strong>Total Expenditures</strong></td>
<td>$101,875</td>
<td>$97,669</td>
<td>$103,454</td>
<td>$117,976</td>
<td>$128,711</td>
</tr>
</tbody>
</table>

* Includes Library Expenditures
† Implementation of GASB 34-35 in Fiscal Year 2002 resulted in significant changes in certain revenues, expenditures, and transfers.
Revenues by Source*
2004-05

- State Appropriations: 39%
- Grants & Contracts: 11%
- Tuition & Fees: 17%
- Auxiliary Enterprises: 12%
- Independent Operations: 1%
- Capital Grants & Gifts: 13%
- Endowments & Others: 7%

Education & General Expenditures*
2004-05

- Instruction: 45%
- Physical Plant: 12%
- Institutional Support: 13%
- Scholarships & Fellowships: 5%
- Student Services: 4%
- Academic & Library Support: 8%
- Research: 2%
- Public Service: 11%

*See glossary for definitions.
Source: Office of Business Affairs: IPEDS F-1: Finance Survey
Factbook Table Reference: Revenues and Expenditures (53)
## COMPETITIVE GRANTS AND CONTRACTS
### 2002-03 to 2004-05

<table>
<thead>
<tr>
<th>Applications</th>
<th>Number</th>
<th>Amount (Dollar Amounts Rounded in Thousands)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>02-03</td>
<td>03-04</td>
</tr>
<tr>
<td>Administration</td>
<td>42</td>
<td>54</td>
</tr>
<tr>
<td>Applied Sciences</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Arts &amp; Sciences</td>
<td>34</td>
<td>52</td>
</tr>
<tr>
<td>Business</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Educ. &amp; Allied Prof.</td>
<td>33</td>
<td>29</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>120</td>
<td>148</td>
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</table>

<table>
<thead>
<tr>
<th>Awards</th>
<th>Number</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>02-03</td>
<td>03-04</td>
</tr>
<tr>
<td>Administration</td>
<td>33</td>
<td>39</td>
</tr>
<tr>
<td>Applied Sciences</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Arts &amp; Sciences</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td>Business</td>
<td>0</td>
<td>4</td>
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<tr>
<td>Educ. &amp; Allied Prof.</td>
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<td>28</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>87</td>
<td>109</td>
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</table>

Source: Office of Research Administration
Ref: fbmas54.xls
Grant and Contract Activity

Number of Applications and Awards

Dollar Amount of Applications and Awards

Source: Office of Research Administration
Factbook Table Reference: Competitive Grants and Contracts (54)
<table>
<thead>
<tr>
<th></th>
<th>Instruction</th>
<th>Research</th>
<th>Service</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Amount</td>
<td>Number</td>
<td>Amount</td>
</tr>
<tr>
<td>Administration</td>
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<td>$0</td>
<td>21</td>
<td>$1,189,685</td>
</tr>
<tr>
<td>Applied Sciences</td>
<td>4</td>
<td>30,119</td>
<td>4</td>
<td>170,495</td>
</tr>
<tr>
<td>Arts &amp; Sciences</td>
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<td>160,572</td>
<td>14</td>
<td>630,511</td>
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<tr>
<td>Business</td>
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<td>0</td>
<td>1</td>
<td>10,000</td>
</tr>
<tr>
<td>Educ. &amp; Allied Prof.</td>
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<td>283,584</td>
<td>19</td>
<td>2,258,772</td>
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<tr>
<td>WCU TOTAL</td>
<td>11</td>
<td>$474,275</td>
<td>59</td>
<td>$4,259,463</td>
</tr>
</tbody>
</table>

Source: Office of Research Administration
Ref: fbmas55.xls
Grant and Contract Awards by Mission

2004-05

- Service: $4,259,463
- Research: $908,863
- Instruction: $474,275

Grant and Contract Awards by Unit

2004-05 - Percent of Total Awards

- Administration: 23%
- Educ. & Allied Professions: 26%
- Applied Sciences: 11%
- Business: 1%
- Arts & Sciences: 5%

Source: Office of Research Administration
Factbook Table Reference: Competitive Grant & Contract Awards by Mission & Organization Unit (55)
# Tuition, Fees and Charges 2001-2006

## I. Tuition

<table>
<thead>
<tr>
<th>Category</th>
<th>01-02</th>
<th>02-03</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-State</td>
<td>$1,072</td>
<td>$1,358</td>
<td>$1,426</td>
<td>$1,651</td>
<td>$1,651</td>
</tr>
<tr>
<td>Out-of-State</td>
<td>8,704</td>
<td>10,273</td>
<td>10,787</td>
<td>11,087</td>
<td>11,087</td>
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</table>

## II. Other Required Fees

<table>
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<tr>
<th>Category</th>
<th>01-02</th>
<th>02-03</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletic Fees (Intercollegiate &amp; Intramural)</td>
<td>$338</td>
<td>$371</td>
<td>$408</td>
<td>$428</td>
<td>$448</td>
</tr>
<tr>
<td>Health Services Fee</td>
<td>177</td>
<td>182</td>
<td>182</td>
<td>191</td>
<td>196</td>
</tr>
<tr>
<td>Recreation and Culture</td>
<td>178</td>
<td>194</td>
<td>203</td>
<td>224</td>
<td>221</td>
</tr>
<tr>
<td>Student Union</td>
<td>137</td>
<td>152</td>
<td>174</td>
<td>183</td>
<td>181</td>
</tr>
<tr>
<td>Debt Services Fee</td>
<td>231</td>
<td>231</td>
<td>266</td>
<td>366</td>
<td>344</td>
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<tr>
<td>Educational &amp; Technical</td>
<td>105</td>
<td>115</td>
<td>140</td>
<td>220</td>
<td>270</td>
</tr>
<tr>
<td>Documents Fee</td>
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<td>8</td>
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<tr>
<td><strong>Total Required Fees</strong></td>
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<td>$1,252</td>
<td>$1,380</td>
<td>$1,622</td>
<td>$1,759</td>
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</table>

## III. Total Tuition and Required Fees

<table>
<thead>
<tr>
<th>Category</th>
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<th>02-03</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-State</td>
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<td>$2,610</td>
<td>$2,806</td>
<td>$3,273</td>
<td>$3,410</td>
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<td>Out-of-State</td>
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<td>11,525</td>
<td>12,167</td>
<td>12,709</td>
<td>12,846</td>
</tr>
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</table>

## IV. Book Rental*

<table>
<thead>
<tr>
<th>Category</th>
<th>01-02</th>
<th>02-03</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
</tr>
</thead>
<tbody>
<tr>
<td>$152</td>
<td>$160</td>
<td>$160</td>
<td>$176</td>
<td>$214</td>
<td></td>
</tr>
</tbody>
</table>

## V. Room and Board

<table>
<thead>
<tr>
<th>Category</th>
<th>01-02</th>
<th>02-03</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room Rent (Dormitories)**</td>
<td>$1,780</td>
<td>$1,876</td>
<td>$2,026</td>
<td>$2,128</td>
<td>$2,428</td>
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<tr>
<td>Board (7-Day Plan)</td>
<td>1,644</td>
<td>1,720</td>
<td>1,800</td>
<td>1,900</td>
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<tr>
<td><strong>Total Room and Board</strong></td>
<td>$3,424</td>
<td>$3,596</td>
<td>$3,826</td>
<td>$4,028</td>
<td>$4,900</td>
</tr>
</tbody>
</table>

* Undergraduates only

** An additional $90 telephone service fee is required for each "double occupancy" per room student; and $180 telephone service fee is required for each "single occupancy" per room student.

Source: NCHED A-3: Student Tuition, Fees and Charges for the Academic Year
Ref: fbmas56.xls
### UNDERGRADUATE STUDENT COSTS AT NORTH CAROLINA PUBLIC UNIVERSITIES

(Ranked by Total In-State Annual Cost)

2005-06

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>TUITION AND ACADEMIC FEES In-State</th>
<th>OTHER REQUIRED FEES</th>
<th>DOUBLE ROOM (Estimated)</th>
<th>BOARD&lt;sup&gt;a&lt;/sup&gt; (Estimated)</th>
<th>TOTAL IN-STATE COST</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Amount</td>
<td>Amount</td>
<td>Amount</td>
<td>Amount</td>
<td>Amount</td>
</tr>
<tr>
<td>UNC-Chapel Hill</td>
<td>$3,205</td>
<td>$1,408</td>
<td>$3,630</td>
<td>$3,070</td>
<td>$11,313</td>
</tr>
<tr>
<td>NC State&lt;sup&gt;d&lt;/sup&gt;</td>
<td>3,205</td>
<td>1,133</td>
<td>4,183</td>
<td>2,668</td>
<td>11,189</td>
</tr>
<tr>
<td>East Carolina&lt;sup&gt;c&lt;/sup&gt;</td>
<td>2,135</td>
<td>1,492</td>
<td>3,790</td>
<td>3,050</td>
<td>10,467</td>
</tr>
<tr>
<td>NC School of the Arts</td>
<td>2,755</td>
<td>1,580</td>
<td>3,096</td>
<td>2,860</td>
<td>10,291</td>
</tr>
<tr>
<td>UNC-Wilmington</td>
<td>1,928</td>
<td>1,767</td>
<td>3,974</td>
<td>2,438</td>
<td>10,107</td>
</tr>
<tr>
<td>UNC-Charlotte&lt;sup&gt;d&lt;/sup&gt;</td>
<td>2,129</td>
<td>1,420</td>
<td>2,840</td>
<td>2,890</td>
<td>9,279</td>
</tr>
<tr>
<td>UNC-Asheville</td>
<td>1,897</td>
<td>1,558</td>
<td>3,122</td>
<td>2,590</td>
<td>9,167</td>
</tr>
<tr>
<td>UNC-Greensboro&lt;sup&gt;d&lt;/sup&gt;</td>
<td>2,028</td>
<td>1,439</td>
<td>2,984</td>
<td>2,430</td>
<td>8,881</td>
</tr>
<tr>
<td>Appalachian State&lt;sup&gt;b&lt;/sup&gt;</td>
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<td>1,459</td>
<td>2,910</td>
<td>2,500</td>
<td>8,690</td>
</tr>
<tr>
<td>NC A &amp; T</td>
<td>1,769</td>
<td>1,345</td>
<td>2,954</td>
<td>2,300</td>
<td>8,368</td>
</tr>
<tr>
<td>Western Carolina&lt;sup&gt;b,e&lt;/sup&gt;</td>
<td>1,651</td>
<td>1,759</td>
<td>2,428</td>
<td>2,472</td>
<td>8,310</td>
</tr>
<tr>
<td>Winston-Salem State</td>
<td>1,451</td>
<td>1,354</td>
<td>3,122</td>
<td>2,156</td>
<td>8,083</td>
</tr>
<tr>
<td>UNC-Pembroke</td>
<td>1,689</td>
<td>1,291</td>
<td>2,700</td>
<td>2,260</td>
<td>7,940</td>
</tr>
<tr>
<td>NC Central</td>
<td>1,878</td>
<td>1,218</td>
<td>2,588</td>
<td>1,938</td>
<td>7,622</td>
</tr>
<tr>
<td>Elizabeth City State</td>
<td>1,399</td>
<td>1,095</td>
<td>3,155</td>
<td>1,843</td>
<td>7,492</td>
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<tr>
<td>Fayetteville State&lt;sup&gt;e&lt;/sup&gt;</td>
<td>1,546</td>
<td>975</td>
<td>2,320</td>
<td>1,800</td>
<td>6,641</td>
</tr>
</tbody>
</table>

<sup>a</sup> 19-21 meals per week, unless otherwise indicated.

<sup>b</sup> Other Required Fees do not include book rental fee.

<sup>c</sup> Represents non-air-conditioned rooms. There is an additional charge for a room with air conditioning.

<sup>d</sup> 14-15 meals per week.

<sup>e</sup> Declining Balance Standard Meal Plan (most commonly chosen meal plan at WCU)

Source: UNC General Administration (UNC-GA ProgAssess/Abs.AT002.U/12-13-05)

Ref: fbmas57.xls
Total Undergraduate Student Costs at Selected UNC Institutions

2005-06 Annual In-State Undergraduate Tuition, Fees, Room & Board

<table>
<thead>
<tr>
<th>Institution</th>
<th>Athletics</th>
<th>Health Services</th>
<th>Student Activities</th>
<th>Education &amp; Technology</th>
<th>Total Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNC-Wilmington</td>
<td>$360</td>
<td>$139</td>
<td>$496</td>
<td>$384</td>
<td>$1,379</td>
</tr>
<tr>
<td>UNC-Asheville</td>
<td>528</td>
<td>141</td>
<td>523</td>
<td>146</td>
<td>1,338</td>
</tr>
<tr>
<td>Western Carolina*</td>
<td>448</td>
<td>196</td>
<td>402</td>
<td>270</td>
<td>1,316</td>
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<tr>
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<td>0</td>
<td>502</td>
<td>519</td>
<td>266</td>
<td>1,287</td>
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<td>416</td>
<td>172</td>
<td>340</td>
<td>285</td>
<td>1,213</td>
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<td>East Carolina</td>
<td>386</td>
<td>180</td>
<td>452</td>
<td>128</td>
<td>1,146</td>
</tr>
<tr>
<td>NC Central</td>
<td>345</td>
<td>174</td>
<td>328</td>
<td>289</td>
<td>1,136</td>
</tr>
<tr>
<td>UNC-Chapel Hill</td>
<td>199</td>
<td>338</td>
<td>252</td>
<td>341</td>
<td>1,130</td>
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<tr>
<td>NC A &amp; T</td>
<td>391</td>
<td>185</td>
<td>297</td>
<td>245</td>
<td>1,118</td>
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<tr>
<td>Appalachian</td>
<td>364</td>
<td>194</td>
<td>341</td>
<td>218</td>
<td>1,117</td>
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<tr>
<td>UNC-Greensboro</td>
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<td>204</td>
<td>315</td>
<td>221</td>
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<td>436</td>
<td>150</td>
<td>1,094</td>
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<td>UNC-Charlotte</td>
<td>400</td>
<td>134</td>
<td>369</td>
<td>167</td>
<td>1,070</td>
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<tr>
<td>UNC-Pembroke</td>
<td>371</td>
<td>128</td>
<td>396</td>
<td>135</td>
<td>1,030</td>
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<tr>
<td>NC State</td>
<td>94</td>
<td>193</td>
<td>309</td>
<td>350</td>
<td>946</td>
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<tr>
<td>Fayetteville State</td>
<td>273</td>
<td>115</td>
<td>326</td>
<td>165</td>
<td>879</td>
</tr>
</tbody>
</table>

*Networkable Computer Required of All New Freshmen (Avg. Cost = $1,400)

Source: Administration and Finance
Ref: fbmas58.xls
## STUDENT FINANCIAL AID BY SOURCE
### 2004-2005

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Students</th>
<th>Average</th>
<th>Total Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Grants</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pell</td>
<td>1,863</td>
<td>$2,613</td>
<td>$4,867,608</td>
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<tr>
<td>Supplemental Educational Opportunity</td>
<td>257</td>
<td>$727</td>
<td>186,800</td>
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<tr>
<td>N.C. Vocational Rehabilitation</td>
<td>84</td>
<td>$2,210</td>
<td>185,665</td>
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<tr>
<td>State and Local Grants</td>
<td>1,853</td>
<td>$2,244</td>
<td>4,158,135</td>
</tr>
<tr>
<td>Private Sources</td>
<td>113</td>
<td>$1,780</td>
<td>201,120</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>4,170</strong></td>
<td><strong>$2,302</strong></td>
<td><strong>$9,599,328</strong></td>
</tr>
<tr>
<td><strong>Total of Unduplicated Recipients</strong></td>
<td><strong>2,609</strong></td>
<td><strong>$3,679</strong></td>
<td><strong>$9,599,328</strong></td>
</tr>
<tr>
<td><strong>II. Loans</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perkins Loans</td>
<td>611</td>
<td>$2,679</td>
<td>$1,636,643</td>
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<tr>
<td>Federally Insured Loans</td>
<td>3,872</td>
<td>$5,875</td>
<td>22,746,818</td>
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<tr>
<td>State Insured Loans</td>
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<td>142,742</td>
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<tr>
<td>Private Sources</td>
<td>131</td>
<td>$5,134</td>
<td>672,600</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>4,674</strong></td>
<td><strong>$5,391</strong></td>
<td><strong>$25,198,803</strong></td>
</tr>
<tr>
<td><strong>Total of Unduplicated Recipients</strong></td>
<td><strong>3,941</strong></td>
<td><strong>$6,394</strong></td>
<td><strong>$25,198,803</strong></td>
</tr>
<tr>
<td><strong>III. Scholarships</strong></td>
<td>2,018</td>
<td>$2,416</td>
<td>$4,876,460</td>
</tr>
<tr>
<td><strong>IV. Student Employment</strong></td>
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<td></td>
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<tr>
<td>College Work/Study</td>
<td>516</td>
<td>$852</td>
<td>$439,859</td>
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<tr>
<td>Institutional Employment</td>
<td>968</td>
<td>$3,930</td>
<td>3,804,658</td>
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<tr>
<td><strong>Totals</strong></td>
<td><strong>1,484</strong></td>
<td><strong>$2,860</strong></td>
<td><strong>$4,244,517</strong></td>
</tr>
<tr>
<td><strong>V. Total All Categories</strong></td>
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<td></td>
</tr>
<tr>
<td>Total Aid Dollars</td>
<td></td>
<td></td>
<td>$42,084,753</td>
</tr>
<tr>
<td>Total Number of Awards and Loans</td>
<td></td>
<td></td>
<td>17,684</td>
</tr>
<tr>
<td>Unduplicated Number of Recipients</td>
<td>5,593</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of Students Receiving Aid*</td>
<td></td>
<td></td>
<td>75</td>
</tr>
<tr>
<td>Average Aid per Student</td>
<td></td>
<td></td>
<td>$7,525</td>
</tr>
</tbody>
</table>

* Estimate based on Fall 2004 resident credit headcount enrollment of 7,494.

Source: Office of Student Financial Aid

Ref: fbmas59.xls
### Percent of Students Receiving Aid

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants</td>
<td>31</td>
<td>32</td>
<td>32</td>
<td>35</td>
<td>35</td>
</tr>
<tr>
<td>Loans</td>
<td>43</td>
<td>44</td>
<td>47</td>
<td>51</td>
<td>53</td>
</tr>
<tr>
<td>Scholarships</td>
<td>22</td>
<td>24</td>
<td>25</td>
<td>25</td>
<td>27</td>
</tr>
<tr>
<td>Employment</td>
<td>19</td>
<td>21</td>
<td>22</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>Totals*</td>
<td>63</td>
<td>67</td>
<td>70</td>
<td>73</td>
<td>74</td>
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</tbody>
</table>

### Average Aid Amount

<table>
<thead>
<tr>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Grants</td>
<td>$2,912</td>
<td>$3,174</td>
<td>$3,400</td>
<td>$3,744</td>
<td>$3,679</td>
</tr>
<tr>
<td>Loans</td>
<td>5,195</td>
<td>5,388</td>
<td>5,769</td>
<td>6,233</td>
<td>6,394</td>
</tr>
<tr>
<td>Scholarships</td>
<td>2,043</td>
<td>2,172</td>
<td>2,272</td>
<td>2,953</td>
<td>2,416</td>
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<tr>
<td>Employment</td>
<td>2,814</td>
<td>2,482</td>
<td>2,632</td>
<td>2,847</td>
<td>2,860</td>
</tr>
<tr>
<td>Totals*</td>
<td>$5,701</td>
<td>$5,871</td>
<td>$6,592</td>
<td>$7,223</td>
<td>$7,525</td>
</tr>
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</table>

### Total Student Aid

(Rounded in Thousands)

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants</td>
<td>$5,751</td>
<td>$6,566</td>
<td>$7,226</td>
<td>$9,017</td>
<td>$9,599</td>
</tr>
<tr>
<td>Loans</td>
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<td>15,227</td>
<td>17,688</td>
<td>21,915</td>
<td>25,199</td>
</tr>
<tr>
<td>Scholarships</td>
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<td>3,376</td>
<td>3,788</td>
<td>5,148</td>
<td>4,876</td>
</tr>
<tr>
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<td>3,412</td>
<td>3,724</td>
<td>3,812</td>
<td>4,245</td>
</tr>
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<td>Totals*</td>
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<td>$28,581</td>
<td>$32,426</td>
<td>$39,892</td>
<td>$43,919</td>
</tr>
</tbody>
</table>

* Students may receive more than one type of financial aid.

Source: OCR B3 Financial Assistance to Students in Institutions of Higher Education

Ref: fbmas60.xls
Student Financial Aid*

*Includes grants, loans, scholarships, and student employment; undergraduate and graduate students.

Source: OCR B3 Financial Assistance to Students in Institutions of Higher Education
Factbook Table Reference: Summary of Student Financial Aid (60)

Students Receiving Financial Aid

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-01</td>
<td>63</td>
</tr>
<tr>
<td>2001-02</td>
<td>67</td>
</tr>
<tr>
<td>2002-03</td>
<td>70</td>
</tr>
<tr>
<td>2003-04</td>
<td>73</td>
</tr>
<tr>
<td>2004-05</td>
<td>74</td>
</tr>
</tbody>
</table>

Mean Annual Financial Aid Award

<table>
<thead>
<tr>
<th>Year</th>
<th>Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-01</td>
<td>$5,701</td>
</tr>
<tr>
<td>2001-02</td>
<td>$5,871</td>
</tr>
<tr>
<td>2002-03</td>
<td>$6,592</td>
</tr>
<tr>
<td>2003-04</td>
<td>$7,223</td>
</tr>
<tr>
<td>2004-05</td>
<td>$7,525</td>
</tr>
</tbody>
</table>

*Includes grants, loans, scholarships, and student employment; undergraduate and graduate students.
Source: OCR B3 Financial Assistance to Students in Institutions of Higher Education
Factbook Table Reference: Summary of Student Financial Aid (60)
Mean Faculty Salaries

2005-06

Source: Human Resources

Note: Mean salaries are based on faculty members with .75 FTE or greater excluding phased-retirees.
Ref: salary.xls
## Development Foundation, Endowment, and Donors
### Fiscal Year

<table>
<thead>
<tr>
<th>Category</th>
<th>2002-03</th>
<th>2003-04</th>
<th>2004-05</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Donors</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- headcount</td>
<td>5,572</td>
<td>5,514</td>
<td>5,042</td>
</tr>
<tr>
<td>- annual change (%)</td>
<td>-7.6</td>
<td>-1.0</td>
<td>-8.6</td>
</tr>
<tr>
<td><strong>Alumni Donors</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- headcount</td>
<td>3,759</td>
<td>3,740</td>
<td>2,975</td>
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<tr>
<td>- participation rate (%)</td>
<td>4.3</td>
<td>-0.5</td>
<td>-20.5</td>
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<tr>
<td><strong>Catamount Club</strong></td>
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<tr>
<td>- headcount</td>
<td>3,131</td>
<td>3,229</td>
<td>2,645</td>
</tr>
<tr>
<td>- annual change (%)</td>
<td>-8.3</td>
<td>3.1</td>
<td>-18.1</td>
</tr>
<tr>
<td>- change since June 30, 1996 (%)</td>
<td>95.7</td>
<td>101.8</td>
<td>65.3</td>
</tr>
<tr>
<td><strong>Development Foundation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- fund balance</td>
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<td>$12,868,844</td>
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<tr>
<td>- annual change (%)</td>
<td>6.7</td>
<td>18.1</td>
<td>6.7</td>
</tr>
<tr>
<td>- change since June 30, 1996 (%)</td>
<td>94.6</td>
<td>129.9</td>
<td>145.3</td>
</tr>
<tr>
<td><strong>Endowment Funds</strong></td>
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</tr>
<tr>
<td>- fund balance</td>
<td>$13,106,559</td>
<td>$14,953,959</td>
<td>$16,292,682</td>
</tr>
<tr>
<td>- annual change (%)</td>
<td>1.6</td>
<td>14.1</td>
<td>9.0</td>
</tr>
<tr>
<td>- change since June 30, 1996 (%)</td>
<td>153.9</td>
<td>189.7</td>
<td>215.6</td>
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<tr>
<td><strong>Development Foundation and Endowment Funds</strong></td>
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<td></td>
</tr>
<tr>
<td>- fund balance</td>
<td>$24,002,481</td>
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<td>$30,029,672</td>
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<tr>
<td>- annual change (%)</td>
<td>3.9</td>
<td>15.9</td>
<td>7.9</td>
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<tr>
<td>- change since June 30, 1996 (%)</td>
<td>115.8</td>
<td>150.2</td>
<td>170.0</td>
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<tr>
<td>- gift receipts</td>
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<td>$2,255,872</td>
<td>$2,249,939</td>
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<tr>
<td>- total revenue flow</td>
<td>$3,153,281</td>
<td>$7,587,201</td>
<td>$5,419,026</td>
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<tr>
<td>- annual change (%)</td>
<td>-11.7</td>
<td>140.6</td>
<td>-28.6</td>
</tr>
</tbody>
</table>

*Includes alumni, friends, parents, corporate and business donors

Note: The annual changes and participation rates are simple annual percentage changes from the prior year. June 30, 1996, is used as a base year for calculating percentage changes over the period since Dr. Bardo's appointment as Chancellor.

Source: University Advancement (Participation Rates & Memberships);
Business Affairs (Development & Endowment Funds)

Ref: brmas03.xls
Other University Data

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- Precis of the University’s History ................................................................. 132
- University Library, 2000-01-2004-05 .............................................................. 133
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- Physical Plant, Fall 2004 ............................................................................... 135
- Major Building Projects Currently Under Construction, Fall 2005 .......... 138
- Authorized Projects Being Planned, Fall 2005 ............................................. 138
A. NAMES AND LEVELS
1889 Semi-private school
1891 Cullowhee High School
1893 First state appropriation
Normal Department established
First graduating class
1905 Cullowhee Normal and Industrial School
1912 Junior College rank established
Secondary school discontinued
1913 First college-level (one-year) degree awarded
1925 Cullowhee State Normal School
1929 Western Carolina Teachers College
Senior College rank established
1931 First Baccalaureate degree awarded
1951 Graduate degree established
1952 First Master's degree awarded
1953 Western Carolina College
1967 Western Carolina University
1972 A constituent institution of the
University of North Carolina
1995 Doctoral degree established
1997 First residential Honors College in North Carolina
1998 First UNC institution to require computers
2000 First Doctoral degree awarded
Named a National Merit College
2005 Obtained Highest Enrollment to Date
2005 Millenial Campus Land Purchase Doubled
Size of Campus

B. PRESIDENTS
1889-1912; 1920-1923 Robert Lee Madison
1912-1920 Alonzo Carlton Reynolds
1923-1947 Hiram Tyram Hunter
1949-1956; 1957-1968 Paul Apperson Reid
1968-1972 Alexander Simpson Pow
1972 Frank Hamilton Brown, Jr. (Acting)

C. CHANCELLORS
1972-1973 Jack Kenneth Carlton
1973 William Hugh McEniry (Acting)
1974 Frank Hamilton Brown, Jr. (Acting)
1974-1984 H. F. Robinson
1984-1994 Myron L. Coulter
1994-1995 John H. Wakeley (Interim)
1995- John W. Bardo

Source: Office of University Planning
Ref: fbmas62.xls
### A. Holdings

<table>
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<th></th>
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</tr>
</thead>
<tbody>
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<td>Number of Volumes</td>
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<td>690,869</td>
<td>694,530</td>
<td>701,832</td>
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<td>2,472</td>
<td>3,484</td>
<td>3,330</td>
<td>1,838</td>
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<tr>
<td>Maps</td>
<td>122,703</td>
<td>122,637</td>
<td>124,008</td>
<td>124,805</td>
<td>124,738</td>
</tr>
<tr>
<td>Videos</td>
<td>4,660</td>
<td>4,871</td>
<td>5,136</td>
<td>5,621</td>
<td>6,134</td>
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<td>Sound Recordings</td>
<td>3,196</td>
<td>3,414</td>
<td>3,891</td>
<td>4,277</td>
<td>4,728</td>
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<td>CD-Rom Titles</td>
<td>784</td>
<td>351</td>
<td>359</td>
<td>831</td>
<td>702</td>
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### B. Materials Expenditures

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### C. Staff (Numbers of FTE)

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### D. Library Services

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*Typical week
Source: WCU Hunter Library
Ref: fbmas63.xls
## CAMPUS SPACE ALLOCATION
### 2000-2004

<table>
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<th>USE CATEGORY</th>
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<th>2001</th>
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<td>6,372</td>
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<td>717,463</td>
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Source: NC Commission on Higher Education Facilities Inventory & Utilization Reports (Table 14)
Ref: fbmas64.xls
<table>
<thead>
<tr>
<th>CATEGORY &amp; BUILDING</th>
<th>Year of Completion</th>
<th>Building Cost</th>
<th>Estimated Replacement Cost</th>
<th>Gross Square Feet</th>
<th>Assignable Area</th>
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<td>Estimated Replacement Cost</td>
<td>Gross Square Feet</td>
<td>Assignable Area</td>
</tr>
<tr>
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<td>Reid Gymnasium</td>
<td>1956</td>
<td>1,368,000</td>
<td>11,465,606</td>
<td>99,337</td>
<td>71,958</td>
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<tr>
<td>Sub-totals</td>
<td></td>
<td>1,968,000</td>
<td>15,132,463</td>
<td>141,140</td>
<td>97,806</td>
</tr>
<tr>
<td>Student Activities &amp; Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brown Cafeteria</td>
<td>1960</td>
<td>502,000</td>
<td>2,960,985</td>
<td>30,239</td>
<td>27,434</td>
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<tr>
<td>Dodson Cafeteria</td>
<td>1966</td>
<td>893,892</td>
<td>4,000,043</td>
<td>40,656</td>
<td>30,801</td>
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<tr>
<td>Graham Infirmary</td>
<td>1939</td>
<td>37,000</td>
<td>859,532</td>
<td>9,378</td>
<td>7,321</td>
</tr>
<tr>
<td>Hinds University Center</td>
<td>1968</td>
<td>948,000</td>
<td>11,936,512</td>
<td>78,348</td>
<td>48,681</td>
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<tr>
<td>Hunter Library</td>
<td>1982</td>
<td>5,984,000</td>
<td>15,657,788</td>
<td>155,400</td>
<td>137,707</td>
</tr>
<tr>
<td>Old Student Union</td>
<td>1939</td>
<td>75,000</td>
<td>621,786</td>
<td>6,604</td>
<td>3,576</td>
</tr>
<tr>
<td>Student Book Store</td>
<td>1983</td>
<td>800,000</td>
<td>1,475,451</td>
<td>23,520</td>
<td>18,825</td>
</tr>
<tr>
<td>Sub-totals</td>
<td></td>
<td>9,239,892</td>
<td>37,512,097</td>
<td>344,145</td>
<td>274,445</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alumni Tower</td>
<td>1989</td>
<td>297,142</td>
<td>458,107</td>
<td>1,002</td>
<td>0</td>
</tr>
<tr>
<td>Baseball Concession</td>
<td>1991</td>
<td>178,293</td>
<td>261,152</td>
<td>1,230</td>
<td>320</td>
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<tr>
<td>Baseball Dugouts</td>
<td>1978</td>
<td>12,000</td>
<td>31,368</td>
<td>912</td>
<td>889</td>
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<tr>
<td>Baseball Pressbox</td>
<td>1990</td>
<td>16,712</td>
<td>24,846</td>
<td>240</td>
<td>215</td>
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<tr>
<td>Baseball Storage</td>
<td>1997</td>
<td>10,800</td>
<td>13,844</td>
<td>480</td>
<td>429</td>
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<tr>
<td>University Outreach Center</td>
<td>1965</td>
<td>717,000</td>
<td>5,236,618</td>
<td>55,618</td>
<td>38,162</td>
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<td>University Outreach Shop</td>
<td>1965</td>
<td>66,000</td>
<td>454,383</td>
<td>4,826</td>
<td>4,463</td>
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<td>University Outreach Gym</td>
<td>1965</td>
<td>258,000</td>
<td>1,451,263</td>
<td>14,821</td>
<td>12,397</td>
</tr>
<tr>
<td>Chemical Storage</td>
<td>1977</td>
<td>33,000</td>
<td>92,133</td>
<td>816</td>
<td>651</td>
</tr>
<tr>
<td>Football PRS-BX/Concession</td>
<td>1974</td>
<td>182,496</td>
<td>2,924,534</td>
<td>4,310</td>
<td>2,247</td>
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<tr>
<td>Golf Equipment</td>
<td>1991</td>
<td>8,100</td>
<td>11,865</td>
<td>240</td>
<td>216</td>
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<tr>
<td>Greenhouse</td>
<td>1966</td>
<td>5,500</td>
<td>33,969</td>
<td>610</td>
<td>588</td>
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<tr>
<td>Hayes Cabin</td>
<td>1820</td>
<td>24,200</td>
<td>34,957</td>
<td>363</td>
<td>308</td>
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<tr>
<td>Maintenance-Engineer</td>
<td>1974</td>
<td>185,000</td>
<td>666,939</td>
<td>9,000</td>
<td>8,252</td>
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<tr>
<td>Maintenance Garage</td>
<td>1952</td>
<td>133,000</td>
<td>688,212</td>
<td>8,962</td>
<td>7,953</td>
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<tr>
<td>Maintenance Shop</td>
<td>1985</td>
<td>62,279</td>
<td>103,922</td>
<td>1,560</td>
<td>1,479</td>
</tr>
<tr>
<td>CATEGORY &amp; BUILDING</td>
<td>Year of Completion</td>
<td>Building Cost</td>
<td>Estimated Replacement Cost</td>
<td>Gross Square Feet</td>
<td>Assignable Area</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>--------------------</td>
<td>---------------</td>
<td>-----------------------------</td>
<td>-------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>New Warehouse</td>
<td>1989</td>
<td>1,406,400</td>
<td>2,168,264</td>
<td>38,760</td>
<td>37,175</td>
</tr>
<tr>
<td>Nursery Headhouse</td>
<td>1989</td>
<td>42,000</td>
<td>64,753</td>
<td>1,049</td>
<td>877</td>
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<tr>
<td>Picnic Area Restrooms</td>
<td>1984</td>
<td>2,700</td>
<td>4,647</td>
<td>150</td>
<td>0</td>
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<tr>
<td>Print Shop</td>
<td>1968</td>
<td>46,000</td>
<td>334,434</td>
<td>4,806</td>
<td>4,330</td>
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<tr>
<td>Radio Transmitter</td>
<td>1979</td>
<td>517</td>
<td>1,266</td>
<td>28</td>
<td>0</td>
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<tr>
<td>Skeet Shooting-Storage</td>
<td>1976</td>
<td>783</td>
<td>3,305</td>
<td>78</td>
<td>64</td>
</tr>
<tr>
<td>Stadium Ticket Booth</td>
<td>1981</td>
<td>7,552</td>
<td>15,982</td>
<td>72</td>
<td>53</td>
</tr>
<tr>
<td>Steam Plant</td>
<td>1930</td>
<td>135,000</td>
<td>3,715,663</td>
<td>13,192</td>
<td>0</td>
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<td>Telephone Exchange</td>
<td>1946</td>
<td>1,000</td>
<td>21,467</td>
<td>338</td>
<td>0</td>
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<tr>
<td>Tennis Storage</td>
<td>1987</td>
<td>5,290</td>
<td>8,375</td>
<td>124</td>
<td>108</td>
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<tr>
<td>Track/Field Storage</td>
<td>1979</td>
<td>16,177</td>
<td>39,654</td>
<td>824</td>
<td>760</td>
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<tr>
<td>Track Restrooms</td>
<td>1985</td>
<td>13,880</td>
<td>26,365</td>
<td>165</td>
<td>84</td>
</tr>
<tr>
<td>Visitor Information</td>
<td>1997</td>
<td>29,750</td>
<td>38,139</td>
<td>96</td>
<td>64</td>
</tr>
<tr>
<td>Water Treatment Plant</td>
<td>1966</td>
<td>436,000</td>
<td>3,636,695</td>
<td>2,516</td>
<td>0</td>
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<tr>
<td><strong>Sub-totals</strong></td>
<td></td>
<td><strong>4,332,571</strong></td>
<td><strong>22,567,121</strong></td>
<td><strong>167,188</strong></td>
<td><strong>122,084</strong></td>
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<tr>
<td><strong>GRAND TOTALS</strong></td>
<td></td>
<td><strong>127,790,294</strong></td>
<td><strong>322,761,229</strong></td>
<td><strong>2,713,500</strong></td>
<td><strong>1,781,810</strong></td>
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</tbody>
</table>

Source: NC Commission on Higher Education Facilities Building Characteristic Report, Fall 2004
Ref: fbmas66.xls
## MAJOR BUILDING PROJECTS CURRENTLY UNDER CONSTRUCTION
### FALL 2005

<table>
<thead>
<tr>
<th>Project</th>
<th>Estimated Completion Date</th>
<th>Federal Funds</th>
<th>Bond Funds</th>
<th>Other Funds</th>
<th>Total Project Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities and Fine Arts Building</td>
<td>04/2005</td>
<td>-</td>
<td>26,618,109</td>
<td>1,671,411</td>
<td>28,289,520</td>
</tr>
<tr>
<td>Killian Clinic Annex (Comp. Renovation)</td>
<td>08/2004</td>
<td>-</td>
<td>2,852,866</td>
<td>-</td>
<td>2,852,866</td>
</tr>
<tr>
<td>Centennial Drive Relocation - Phase I &amp; II &amp; III</td>
<td>12/2005</td>
<td>-</td>
<td>5,620,148</td>
<td>38,000</td>
<td>5,658,148</td>
</tr>
<tr>
<td>Infrastructure (Steam &amp; Condensate)</td>
<td>11/2005</td>
<td>-</td>
<td>2,762,410</td>
<td>-</td>
<td>2,762,410</td>
</tr>
<tr>
<td>Stillwell Lab Building (Comp. Renovation)</td>
<td>03/2005</td>
<td>-</td>
<td>20,110,882</td>
<td>-</td>
<td>20,110,882</td>
</tr>
<tr>
<td>Access Control for Residence Halls</td>
<td>06/2006</td>
<td>-</td>
<td>-</td>
<td>645,000</td>
<td>645,000</td>
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<tr>
<td>Elevator Replacements (Scott, Walker, Harrill)</td>
<td>09/2006</td>
<td>-</td>
<td>-</td>
<td>1,050,000</td>
<td>1,050,000</td>
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<tr>
<td>Belk Building - Window Replacement</td>
<td>08/2005</td>
<td>-</td>
<td>-</td>
<td>1,267,600</td>
<td>1,267,600</td>
</tr>
<tr>
<td>NCCAT - Roof Replacement</td>
<td>03/2005</td>
<td>-</td>
<td>-</td>
<td>1,109,826</td>
<td>1,109,826</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>0</td>
<td>57,964,415</td>
<td>4,672,011</td>
<td>62,636,426</td>
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</tbody>
</table>

Source: Facilities Management  
Ref: fbmas74.xls

## AUTHORIZED PROJECTS BEING PLANNED
### FALL 2005

<table>
<thead>
<tr>
<th>Project</th>
<th>Estimated Construction Date</th>
<th>Federal Funds</th>
<th>Bond Funds</th>
<th>Other Funds</th>
<th>Total Project Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forsyth Building (Comp. Renovation)</td>
<td>06/2006</td>
<td>-</td>
<td>6,210,800</td>
<td>-</td>
<td>6,210,800</td>
</tr>
<tr>
<td>Forsyth Computer Center Relocation</td>
<td>06/2006</td>
<td>-</td>
<td>1,000,000</td>
<td>-</td>
<td>1,000,000</td>
</tr>
<tr>
<td>Centennial Drive Relocation - Phase IV Quad</td>
<td>06/2007</td>
<td>-</td>
<td>95,471</td>
<td>1,205,146</td>
<td>1,300,617</td>
</tr>
<tr>
<td>Student Recreation Center</td>
<td>10/2006</td>
<td>-</td>
<td></td>
<td>13,475,000</td>
<td>13,475,000</td>
</tr>
<tr>
<td>Hospitality Management Center (A/P)</td>
<td>1/2007</td>
<td>8,375,000</td>
<td>-</td>
<td>-</td>
<td>8,375,000</td>
</tr>
<tr>
<td>Moore &amp; McKee - Roof Replacements</td>
<td>05/2006</td>
<td>-</td>
<td>-</td>
<td>597,500</td>
<td>597,500</td>
</tr>
<tr>
<td>Elevated Water Tank Removal</td>
<td>05/2006</td>
<td>-</td>
<td>-</td>
<td>203,600</td>
<td>203,600</td>
</tr>
<tr>
<td>NCCAT - Fire Safety Improvements</td>
<td>12/2006</td>
<td>-</td>
<td>-</td>
<td>220,174</td>
<td>220,174</td>
</tr>
<tr>
<td>Hunter Library - Partial Roof Replacement</td>
<td>05/2006</td>
<td>-</td>
<td>-</td>
<td>1,272,500</td>
<td>1,272,500</td>
</tr>
<tr>
<td>Health &amp; Gerontological Science Building (A/P)</td>
<td>08/2007</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0</td>
</tr>
<tr>
<td>Dodson Cafeteria Renovation/Replacement</td>
<td>04/2006</td>
<td>-</td>
<td>-</td>
<td>4,927,400</td>
<td>4,927,400</td>
</tr>
<tr>
<td>Chilled Water Loop</td>
<td>9/2006</td>
<td>-</td>
<td>-</td>
<td>612,300</td>
<td>612,300</td>
</tr>
<tr>
<td>Breese Gym Roof Replacement</td>
<td>5/2006</td>
<td>-</td>
<td>-</td>
<td>406,900</td>
<td>406,900</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>8,375,000</td>
<td>7,306,271</td>
<td>22,920,520</td>
<td>38,601,791</td>
<td></td>
</tr>
</tbody>
</table>

Source: Facilities Management  
Ref: fbmas74.xls
FORMULA FUNDING MODEL - The 2000 Carnegie Classification includes all colleges and universities in the United States that are degree-granting and accredited by an agency recognized by the U. S. Secretary of Education.

Baccalaureate Colleges--Liberal Arts: These institutions are primarily undergraduate colleges with major emphasis on baccalaureate degree programs. At least half of undergraduate awards are bachelor’s degrees, and at least half of bachelor’s degrees are in liberal arts fields. Includes UNC-Asheville.

Baccalaureate Colleges--General: These institutions are primarily undergraduate colleges with major emphasis on baccalaureate degree programs. At least half of undergraduate awards are bachelor’s degrees, and less than half of bachelor’s degrees are in liberal arts fields. Includes Elizabeth City State and Winston-Salem State.

Master’s Colleges and Universities I: These institutions offer a full range of baccalaureate programs and are committed to graduate education through the master’s degree. They award 40 or more master’s degrees annually in 3 or more disciplines. Includes Appalachian, Fayetteville State, NC A&T, NC Central, UNC-Charlotte, UNC-Pembroke, UNC-Wilmington and Western Carolina.

Doctoral/Research Universities--Extensive: These institutions offer a full range of baccalaureate programs, are committed to graduate education through the doctorate, and give high priority to research. They award 50 or more doctoral degrees each year across at least 15 disciplines. Includes NC State and UNC-Chapel Hill.

Doctoral/Research Universities--Intensive: These institutions offer a full range of baccalaureate programs, are committed to graduate education through the doctorate, and give high priority to research. They award 10 or more doctorates per year across at least 3 disciplines, or 20 or more doctorates per year overall. Includes East Carolina University and UNC-Greensboro.

Specialized Institutions: Schools of art, music and design - Institutions in this category award most of their bachelor’s or graduate degrees in art, music, design, architecture or some combination of such fields. Includes NC School of the Arts.

CENSUS DATE - The class day upon which official enrollment counts are taken. The tenth class day for regular term (fall and spring semester) courses, and the day representing the passage of ten percent of the instructional period in summer school classes and distance education courses.

CIP CODES - Classification of Instructional Program codes that identify disciplines. CIP codes are assigned to courses to identify funding levels. Each degree program also has an identifying CIP code. See also Formula Funding Model.

CLERICAL AND SECRETARIAL - All persons whose assignments typically are associated with clerical activities or are specifically of a secretarial nature.

DISTANCE EDUCATION - Instruction delivered or SCHs generated by for-credit off-campus instructional activity, regardless of the office or department offering the instruction and the method of delivery; does not include correspondence study. May occur during the regular term (fall and spring semesters) or the summer term. See Extension.

EXECUTIVE, ADMINISTRATIVE, AND MANAGERIAL - All persons whose assignments require primary responsibility for management of the institution. Examples include: Chancellor, Vice-Chancellors, Deans, Directors of divisions and non-academic units.

EXPENDITURES - University expenditures are defined as the outflow of resources in support of the ongoing operations and mission of the University. For financial reporting purposes, University expenditures are classified according to functional categories wherein the resources will be utilized. Functional categories and a brief definition are as follows.

Instruction: Expenditures directly related to instruction or “teaching” for all University courses or programs. Includes expenditures for regular term, summer term, and extension instruction.

Institutional support: Expenditures for all goods and services in support of day-to-day operational support of the institution.

Physical plant: Expenditures for the upkeep and maintenance of University facilities.

Scholarships and Fellowships: Expenditures resulting from scholarships and fellowships provided to students.

Academic support & Libraries: Expenditures for all goods and services supporting academic activities other than instruction; and expenditures supporting the university library.

Public service: Expenditures resulting from University programs and activities which focus upon providing services primarily for the benefit of persons external to the University.

Student services: Expenditures for all non-instructional activities and programs whose primary purpose is directed toward student campus life.

Organized research: Expenditures directly related to University recognized research, typically through faculty and staff research activities.

Transfers: The movement of funds between university accounts to meet expenditures.

EXTENSION - An office or division that oversees credit or non-credit instruction offered to non-traditional groups of students off-campus. Instruction offered on-campus (e.g., “evening college”) through an extension division is counted and funded as regular-term (resident credit) instruction. See Distance Education.

FIRST-TIME FRESHMAN - A degree-seeking undergraduate student who has not enrolled in a prior semester either at Western Carolina University or at another university or college after high school graduation; a student who graduates from high school in the spring or summer and enrolls either here or at another college or university during that summer and enrolls at Western Carolina University for the next fall semester will be classified a “first-time freshman” during that fall semester. (See new undergraduate transfer.)

FORMULA FUNDING MODEL - The process by which projected student credit hour enrollment change is funded. The model is based on a 12-cell matrix of instructional level [undergraduate, master’s, and doctoral] and disciplinary instructional areas [Category I (lower cost); Category
II; Category III; and Category IV (higher cost). Semester credit hours generated from each course are assigned to one cell based on course CIP code and level.

### 12-Cell Matrix of Instructional Level and Disciplinary Instructional Areas

<table>
<thead>
<tr>
<th>CIP</th>
<th>Program Title</th>
<th>WCU Course Prefix</th>
<th>Funding Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>09</td>
<td>Communications</td>
<td>CMCR, CMEM, CMHC, CMPM, CMPR, CMTD</td>
<td>1</td>
</tr>
<tr>
<td>23</td>
<td>English Language and Literature/Letters</td>
<td>ENGL</td>
<td>1</td>
</tr>
<tr>
<td>27</td>
<td>Mathematics</td>
<td>MATH</td>
<td>1</td>
</tr>
<tr>
<td>38</td>
<td>Philosophy and Religion</td>
<td>PAR</td>
<td>1</td>
</tr>
<tr>
<td>42</td>
<td>Psychology</td>
<td>PSY</td>
<td>1</td>
</tr>
<tr>
<td>43</td>
<td>Protective Services</td>
<td>CJ</td>
<td>1</td>
</tr>
<tr>
<td>45</td>
<td>Social Sciences and History</td>
<td>ANTH, ASI, GEOG, PSC, SOC</td>
<td>1</td>
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<tr>
<td>54</td>
<td>History</td>
<td>HIST</td>
<td>1</td>
</tr>
<tr>
<td>13</td>
<td>Education</td>
<td>BK, CDS, COUN, CSP, EDAD, EDCD, EDCI, EDEL, EDHE, EDL, EDMG, EDPY, EDRD, EDSE, EDSU, ELMG, SPED</td>
<td>2</td>
</tr>
<tr>
<td>16</td>
<td>Foreign Languages and Literatures</td>
<td>CHER, FREN, GER, JPN, RUSS, SPAN</td>
<td>2</td>
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<tr>
<td>19</td>
<td>Home Economics</td>
<td>CDFR, CNS, CTM, FCS, FS, HT</td>
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<tr>
<td>30</td>
<td>Multi/Interdisciplinary Studies</td>
<td>ASI, GERN, USI</td>
<td>2</td>
</tr>
<tr>
<td>31</td>
<td>Parks, Recreation, Leisure and Fitness Studies</td>
<td>HEAL, PE, PRM, SM</td>
<td>2</td>
</tr>
<tr>
<td>52</td>
<td>Business Management and Administrative Services</td>
<td>ACCT, BA, ECON, ENT, FIN, HR, IBUS, LAW, MBA, MGT, MKT, PM</td>
<td>2</td>
</tr>
<tr>
<td>03</td>
<td>Conservation and Renewable Natural Resources</td>
<td>ES, NRM</td>
<td>3</td>
</tr>
<tr>
<td>11</td>
<td>Computer and Information Sciences</td>
<td>CIS, CS</td>
<td>3</td>
</tr>
<tr>
<td>15</td>
<td>Engineering-Related Technologies</td>
<td>CM, ECET, ET, ID, IET, IT, MET, TEL</td>
<td>3</td>
</tr>
<tr>
<td>26</td>
<td>Biological Sciences/Life Sciences</td>
<td>BIOL, SCI</td>
<td>2</td>
</tr>
<tr>
<td>40</td>
<td>Physical Sciences</td>
<td>AST, CHEM, GEOL, PHYS</td>
<td>3</td>
</tr>
<tr>
<td>44</td>
<td>Public Administration and Services</td>
<td>EMGT, PA, SOCW</td>
<td>3</td>
</tr>
<tr>
<td>50</td>
<td>Visual and Performing Arts</td>
<td>ART, CMTA, DA, IDES, MUS</td>
<td>3</td>
</tr>
<tr>
<td>51</td>
<td>Health Professions and Related Sciences</td>
<td>ATTR, CLS, EMC, ENVI, HEAL, HIA, HSCC, MHS, ND, NSG, RTH, PT</td>
<td>3</td>
</tr>
<tr>
<td>14</td>
<td>Engineering</td>
<td>ENGR</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Student Credit Hours (SCH) per Instructional Position

<table>
<thead>
<tr>
<th>Funding Category (CIP Codes)</th>
<th>Undergraduate</th>
<th>Masters</th>
<th>Doctoral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category 1</td>
<td>708.64</td>
<td>169.52</td>
<td>115.56</td>
</tr>
<tr>
<td>Category 2</td>
<td>535.74</td>
<td>303.93</td>
<td>110.16</td>
</tr>
<tr>
<td>Category 3</td>
<td>406.24</td>
<td>186.23</td>
<td>109.86</td>
</tr>
<tr>
<td>Category 4</td>
<td>232.25</td>
<td>90.17</td>
<td>80.91</td>
</tr>
</tbody>
</table>

### FULL-TIME EQUIVALENT STUDENTS
The number of students determined by adding the number of full-time students and a proportion of the part-time students. The full-time equivalent (FTE) student number in the University of North Carolina is determined by the following formula:

**UNDERGRADUATE**

<table>
<thead>
<tr>
<th>FTE</th>
<th>STUDENT LOAD</th>
<th>FTE</th>
<th>STUDENT LOAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00</td>
<td>12 or more credit hours</td>
<td>1.00</td>
<td>9 or more credit hours</td>
</tr>
<tr>
<td>0.75</td>
<td>9-11 credit hours</td>
<td>0.75</td>
<td>6-8 credit hours</td>
</tr>
<tr>
<td>0.50</td>
<td>6-8 credit hours</td>
<td>0.50</td>
<td>3-5 credit hours</td>
</tr>
<tr>
<td>0.25</td>
<td>0-5 credit hours</td>
<td>0.25</td>
<td>0-2 credit hours</td>
</tr>
</tbody>
</table>

**GRADUATE**

<table>
<thead>
<tr>
<th>FTE</th>
<th>STUDENT LOAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00</td>
<td>9 or more credit hours</td>
</tr>
<tr>
<td>0.75</td>
<td>6-8 credit hours</td>
</tr>
<tr>
<td>0.50</td>
<td>3-5 credit hours</td>
</tr>
<tr>
<td>0.25</td>
<td>0-2 credit hours</td>
</tr>
</tbody>
</table>

### FULL-TIME STUDENT
A graduate student who has scheduled nine (9) or more credit hours for that semester. An undergraduate who has scheduled twelve (12) or more credit hours for that semester.

### GRADUATE-LEVEL CREDIT
Master’s level credit is granted for course prefixes numbered 500-799. Doctoral level credit is granted for course prefixes numbered 800-999.

### INSTRUCTIONAL FACULTY
Employees whose specific assignment is customarily made for the purpose of teaching and/or research, as
LOWER-LEVEL CREDIT - Credit hours generated in 100-299 numbered courses. The lower level courses refer to freshmen and sophomore level courses.

NEW FRESHMAN - See first-time freshman.

NEW UNDERGRADUATE TRANSFER STUDENT - A new student at Western Carolina University who has previously enrolled at another university or college after high school graduation and prior to the first enrollment at WCU; students who transfer to WCU during the previous summer school are classified as new transfer students that next fall semester. (See first-time freshmen.)

PELL GRANT PROGRAM - The Pell Grant Program provides eligible undergraduate postsecondary students grant assistance with demonstrated financial need to help meet educational expenses.

PERKINS LOAN PROGRAM (Formerly National Direct Student Loans) - This program provides low interest loans to eligible postsecondary students (undergraduate, graduate, or professional) with demonstrated financial need to help meet educational expenses.

PROFESSIONAL EMPLOYEES - Persons whose assignments require a baccalaureate degree or its equivalent who are not reported in the “Executive, Administrative, and Managerial” or “Instructional Faculty” categories. Examples include librarians, counselors, computer analysts, etc.; who do not hold administrative positions or have faculty rank.

REGULAR TERM - The regular academic year comprised of the fall and spring semesters; synonymous with instruction or SCHs delivered during this period. Does not include Distance Education instruction or SCHs or summer school SCHs.

RESIDENT CENTERS - Located at UNC-Asheville and Cherokee. Though “off-campus,” the credit hours generated from WCU instruction at these locations is considered to be “on campus” for funding purposes. All other off-campus instruction generating credit hours is considered Distance Learning credit.

RESIDENT CREDIT - Instruction delivered and SCHs generated by for-credit on-campus instructional activity, regardless of the office or department offering the instruction and the method of delivery.

RESIDENT CREDIT HOUR - A credit value of a resident credit course. Resident credit courses are usually taught in on-campus classrooms. Courses taught by WCU faculty in UNC-Asheville classrooms and the Cherokee Center are also counted as resident credit courses. Resident credit hours generated, with the exception of “state-employee, tuition-free hours”, are used to calculate full-time equivalents (FTE) for state funding purposes. (See student credit hour and extension credit hour.)

REVENCES - University revenues are defined as inflows of funds or other resources committed to the ongoing operation and mission of the University. For financial reporting purposes, revenues are reported according to the primary source of these resources.

State appropriations: Funds provided the University from the State of North Carolina’s General Fund.

 Auxiliary Enterprises: Funds generated from University operations organized to provide goods or services to students, faculty and staff. Examples are food services and the bookstore.

Tuition & fees: Charges for education determined by individual universities and the UNC system.

Gifts, contracts and grants: Funds provided from grant or contractual arrangements with various federal, state or local governments or private agencies.

Other sources: This category includes all other sources of University funds not identified elsewhere.

SERVICE/MAINTENANCE EMPLOYEES - Persons whose assignments require limited degrees of previously acquired skills and knowledge; includes cafeteria and restaurant workers, custodial personnel, grounds keepers, construction laborers, security personnel, etc.

SKILLED CRAFTS EMPLOYEES - Persons whose assignments typically require special manual skills and a thorough and comprehensive knowledge of the processes involved in the work; examples include mechanics and repairmen, electricians, skilled machinists, carpenters, etc.

STUDENT CREDIT HOUR - A unit by which an institution may measure its course work. The number of credit hours assigned to a course is usually defined by the number of hours per week in class. One credit hour is usually assigned to a class that meets 50 minutes a week over a period of a semester; in laboratory, field works, drawing, music, practical arts, physical education or similar types of instruction, one credit hour is assigned for a session that meets 2-4 hours a week for a semester.

STUDENT CREDIT HOURS - These are the hours generated by units such as departments and colleges and are determined by (1) multiplying the number of credit hours for a course by the number of students in that course, and (2) aggregating these numbers for all of the courses taught by that unit.

SUMMER TERM - An instructional period starting and ending sometime between mid-May and the end of August. Not included in Regular Term/Resident Credit instruction or SCHs. See Resident Credit, Regular Term, Distance Education.

TECHNICAL AND PARAPROFESSIONAL EMPLOYEES - Persons whose assignments require specialized knowledge or skills which may be acquired through experience or academic work such as is offered in many two-year technical institutes, community colleges, junior colleges, or through equivalent on-the-job training.

UPPER-LEVEL CREDIT - Credit hours generated in 300-499 numbered courses. Upper-level courses refer to junior and senior level courses.